Annual Report
Rapport annuel
2000/2001

Prince Edward Island
CANADA

Department of Education
Ministère de l'Éducation

Île-du-Prince-Édouard
CANADA

102-06759/

Prince Edward Island
Department of Education

Annual Report

For the Year Ending
March 31, 2001

Message From the Minister
Message du ministre

The Honourable J. Léonce Bernard
Lieutenant Governor
Province of Prince Edward Island

L'honorable J. Léonce Bernard
Lieutenant-gouverneur de la province de
l'Île-du-Prince-Édouard

Your Honour:

As Minister of Education,
it is my privilege to submit our
Annual Report for the fiscal year
ended March 31, 2001.

Respectfully submitted,

Votre Honneur,

En ma qualité de ministre de l'Éducation,
je suis honoré de vous présenter notre
rapport annuel pour l'année financière qui
a pris fin le 31 mars 2001.

Le tout respectueusement soumis,

Jeffrey E. Lantz
Minister of Education
Le ministre de l'Éducation

Table of Contents

Deputy Minister's Message 2

Message de la sous-ministre 2

The Department of Education 4
- Vision Statement 4
- Mission Statement 4
- Guiding Principles 4
- Deputy Minister's Roles and Responsibilities 5
- Organization Chart 6
- The Organization 7
- Legislative Responsibility 8

The Year in Review 11

Revue de l'année 13

Strategic Goals of the Department 15

Activities and Accomplishments 20

Public Education Branch 20
- Continuing Education and Training Division 21
- English Programs Division 31
- French Programs Division 38
- Division des programmes en français 41
- Student Services Division 44

Administration and Corporate Services Branch 50
- Corporate Planning Division 52
- Finance and School Board Operations Division 54
- Human Resources 58
- Systems and Technology Services 59
- Registrar's Office 62

Appendixes

A Enrolment in Public and Private Schools 67

B Apprenticeship Program 71

Deputy Minister's Message

The Honourable Jeffrey E. Lantz
Minister of Education
Province of Prince Edward Island
PO Box 2000
Charlottetown, PE C1A 7N8

Honourable Minister:

I have the honour to submit to you the 2000-2001 Annual Report for the Department of Education emphasizing our work as "...the leader in ensuring equitable opportunities for lifelong learning" in Prince Edward Island.

This year's Annual Report is a further step toward presenting our information in a format that serves, "...as an accountability document/vehicle to permit stakeholders (eg., Executive Council, Legislative Assembly and the taxpayers) to assess the performance...and the results achieved for the tax money spent."

I wish to highlight some of the department's significant achievements and priorities during the reporting period:

- The Department of Education provided leadership for year one of the implementation for a three-year pilot of a publicly funded, community-based kindergarten program.
- The Accelerated Secondary Apprenticeship Program (ASAP) was launched in the secondary schools.
- Results released in June 2000, indicated that PEI 13- and 16-year-old students performed very well in the 1999 Student Achievement Indicators Program (SAIP) Science Assessment.

L'honorable Jeffrey E. Lantz
Ministre de l'Éducation
Province de l'Île-du-Prince-Édouard
C.P. 2000
Charlottetown (Î.-P.-É.) C1A 7N8

Monsieur le Ministre,

J'ai l'honneur de vous présenter le rapport annuel 2000-2001 du ministère de l'Éducation qui met en lumière notre travail comme chef de file dans la mise en place d'occasions équitables pour l'apprentissage continu à l'Île-du-Prince-Édouard.

Le rapport annuel constitue un document ou véhicule de reddition de compte qui donne aux intervenants (p. ex. le Conseil exécutif, l'Assemblée législative, les contribuables) la possibilité d'évaluer le rendement et les résultats atteints avec l'argent des contribuables. Il a été dressé cette année de manière à permettre l'utilisation à cette fin des informations qu'il renferme.

Je désire souligner certaines des réalisations et des priorités importantes du ministère au cours de la période visée par le rapport :

- Le ministère de l'Éducation a assuré la direction, pendant la première année, de la mise en oeuvre d'un programme pilote triennal de maternelle communautaire financée à même les fonds publics.
- Un programme d'apprentissage accéléré a été mis sur pied dans les écoles secondaires.
- Selon les données publiées en juin 2000, les élèves de 13 et 16 ans de l'Î.-P.-É. ont eu de très bons résultats à l'évaluation en sciences du Programme d'indicateurs du rendement scolaire (PIRS).

- Sabbatical leave to provide teachers with the opportunity to further their education careers was reintroduced.
- The results of the January 2000 public opinion survey were released. This survey collected the opinions of PEI residents on the programs and services, provided by or supported by the department.
- A special celebration was held to salute the 25th anniversary of French Immersion on PEI.

The department continues in its commitment to serve the needs of Island students and learners in ensuring the continuum of lifelong learning opportunities.

I wish to recognize the dedicated and professional work of the employees of the Department of Education. I look forward to their continued commitment and support.

Respectfully submitted,

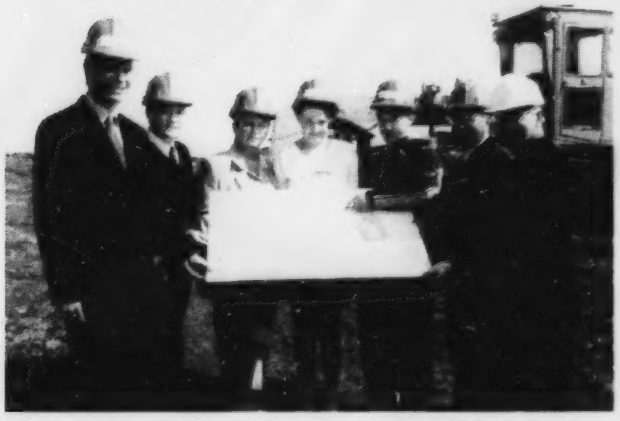
Shauna Sullivan Curley, Q.C.
Deputy Minister of Education

- Les congés sabbatiques ont été rétablis afin de donner aux enseignants la possibilité de faire avancer leur carrière.
- Les résultats du sondage d'opinion mené en janvier 2000 ont été publiés. Ce sondage visait à connaître l'opinion des résidents de l'Î.-P.-É. sur les programmes et services offerts ou subventionnés par le gouvernement.
- Une célébration spéciale a été tenue pour souligner le 25e anniversaire de l'immersion française à l'Î.-P.-É.

Le ministère maintient son engagement de répondre aux besoins des élèves et des apprenants de l'Île en assurant un continuum d'occasions d'apprentissage tout au long de la vie.
Je tiens à reconnaître le dévouement et le professionnalisme du personnel du ministère de l'Éducation. Je serai heureuse de pouvoir continuer à bénéficier de son engagement et de sa collaboration soutenus.

Le tout respectueusement soumis,

La sous-ministre de l'Éducation,
Shauna Sullivan Curley, c.r.



Construction began on the new consolidated school that will serve the Fort Augustus area. Visiting the site with students are (from left): Education Minister Jeffrey E. Lantz, Fort Augustus Consolidated principal Dave Mitchell, MLA for Tracadie-Fort Augustus Mildred Dover, Transportation and Public Works Minister Don MacKinnon and former Minister of Education Chester Gillan.

La construction de la nouvelle école régionale pour la région de Fort Augustus est commencée. (De gauche à droite) Le ministre de l'Éducation, Jeffrey E. Lantz; le directeur de l'école de Fort Augustus, Dave Mitchell; le député de Tracadie-Fort Augustus, Mildred Dover; le minstre des Transports et des Travaux publics, Don MacKinnon et ancien ministre de l'Éducation, Chester Gillan visitent le site avec des élèves.

The Department of Education

Vision

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Mission

The mission of the Department of Education is to make its vision a reality by providing leadership in the pursuit of excellence and by creating effective learning opportunities for all.

Specifically, the Department of Education is responsible for acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training;
- quality of programs and services for public education, continuing education and training;
- public and client satisfaction with the department's programs and services;
- accessibility and equity of programs and services; and
- employee satisfaction.

Guiding Principles

The Department of Education is responsible for ensuring equitable learning opportunities for lifelong learning in Prince Edward Island.

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- our human resources,
- public service,
- timely and relevant communication,
- innovation and creativity,
- delivery of high quality services, and
- honesty and respect.

We believe that:

- responsibility for learning is shared among individuals, families and communities;
- everyone has the right to learn;
- learning occurs in many different ways, in many different places and at many different ages; and
- all learners have the right to access learning opportunities to enable them to reach their potential.

Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

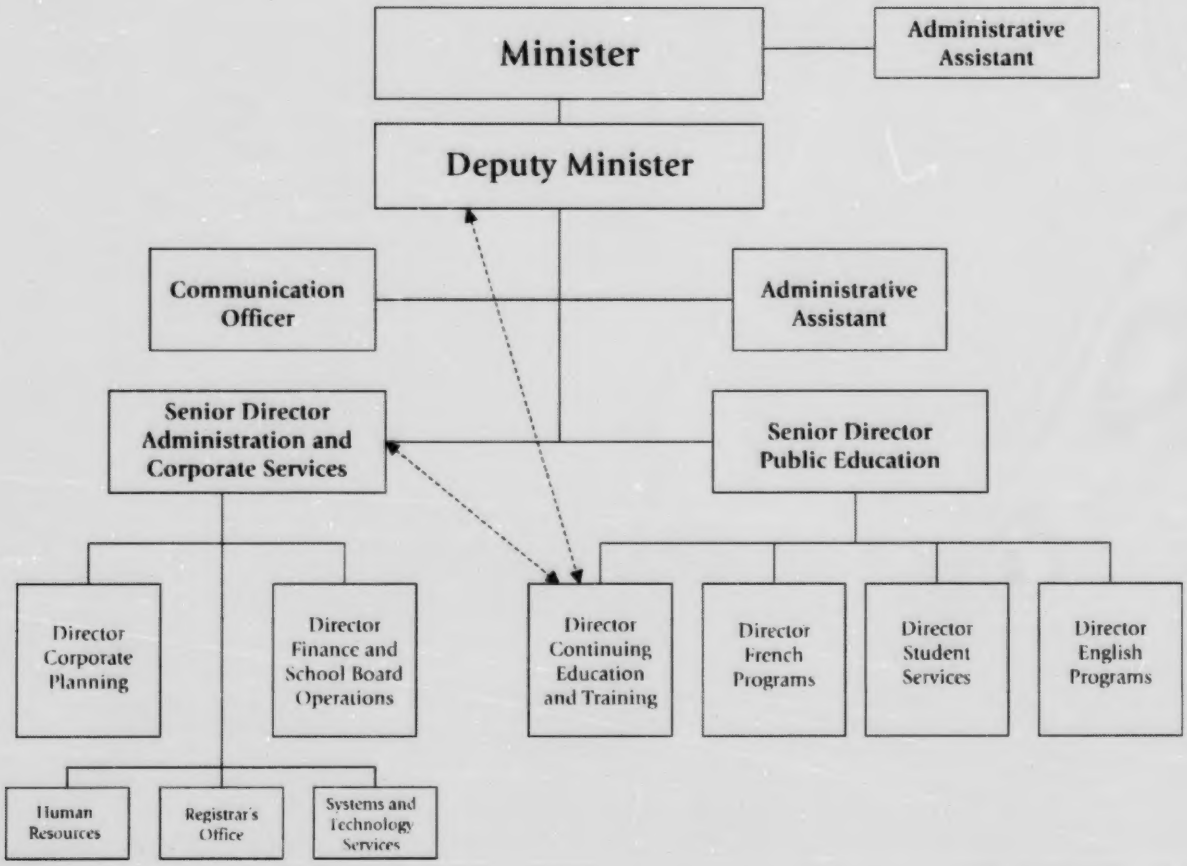
- The mission statement for the Department of Education will form the basis for decision-making.
- The divisional roles and responsibilities must be clearly reflective of the department's vision, mission, values and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization.
- Every individual in the department recognizes the value of teamwork and will be encouraged to take advantage of opportunities for working together. Cooperation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand are critical for success. The department will provide training and professional development opportunities to staff to develop their skills and abilities.
- Cooperation among partners in education is fundamental to the success of our mission.

Deputy Minister's Roles and Responsibilities

The Deputy Minister of Education is responsible to the Premier and to the Minister of Education and is a member of the senior management team within government. As the senior public servant in the department, the deputy minister is responsible for leadership in promoting lifelong learning by achieving acceptable results in:

- quality of legislation, regulation and enforcement of all acts assigned to the department;
- quality of programs and services in public education, continuing education and training;
- quality of policies in public education, continuing education and training;
- public satisfaction with the department's performance;
- client satisfaction with department's programs and services;
- quality of educational and other departmental outcomes;
- impact of the department's programs and services on educational, economic, social and cultural outcomes;
- cost effectiveness of the department's programs and services and the condition of the department's finances;
- employee satisfaction and performance;
- occupational health, welfare and safety of department employees; and
- condition of the department's physical assets.

Department of Education
March 31, 2001
Organization Chart



Public Education Branch

The ***Public Education Branch*** is responsible for the education continuum which encompasses kindergarten through to the variety of adult learning systems. The branch carries out its work through four divisions:

The ***Continuing Education and Training Division*** is responsible for facilitating the delivery of education and human development programs and services to Prince Edward Island lifelong learners and ensuring that learners have access to post-secondary education. Within this division, there are three work units:

- Post-secondary Education and Continuing Education,
- Apprenticeship Training and
- Student Financial Services.

The ***English Programs Division*** is responsible for providing English language curriculum and curriculum support services to teachers and students from entry to Grade 12. The division provides leadership, coordination and support in the development and maintenance of quality learning programs, courses and resources for the Prince Edward Island public school system.

The ***French Programs Division*** is responsible for developing, implementing, evaluating and supporting high quality curriculum, programs and services to meet the needs of students in the public school system of PEI and to provide opportunities for French language acquisition. These programs are made available to three sectors of the educational system: French as a first language, French immersion and core French.

The ***Student Services Division*** is responsible for providing leadership and services and support in the following areas: special education, youth leadership initiatives, career development planning, programs for the Adolescent School, support for alternative education programs, school counselling support, tutoring for immigrant children requiring English as a second language, tutoring for students absent from school for prolonged periods for medical reasons, services to children who have visual or hearing impairments, diversity education and aboriginal education issues. The division provides special learning materials, monitors home schooling and coordinates other programs including youth initiatives such as Allied Youth and the Duke of Edinburgh awards. The division establishes criteria for and supports the provision of teacher assistants.

Administration and Corporate Services Branch

The ***Administration and Corporate Services Branch*** is responsible for the provision of quality services to both internal and external clients in support of the mandate of the department. These services include general administration, financial administration, corporate planning, program evaluation, student assessment, research, technology support, human resources, pension administration and teacher certification. The branch carries out its work through two divisions and three sections:

The ***Corporate Planning Division*** is responsible for providing leadership, advice and support to the department's branches, divisions and sections primarily in the areas of:

- strategic planning,
- development and implementation of a monitoring framework,
- program evaluation,
- student assessment,
- research and analysis,
- policy development processes,
- intergovernmental and interdepartmental affairs/issues and
- special projects.

The ***Finance and School Board Operations Division*** is responsible for providing administrative and financial support services to the department and to the public education system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, teacher pensions and school facilities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards.

The ***Human Resources*** section is responsible for overall human resource planning and development for the department. This section is responsible for all aspects of the department's payroll.

The ***Systems and Technology Services*** section is responsible for the planning, delivery and management of information systems and technology in the department as well as technical

support services to the public schools, public libraries and board offices. Technical staff provide a centralized support service for networks, hardware and software, Internet connectivity, Web development and hosting, information systems and office automation projects.

The ***Registrar's Office*** is responsible for administering regulations pursuant to the *School Act* governing teacher certification, preparing professional qualifications statements for Island-trained teachers seeking employment elsewhere and liaising with school boards and Holland College to ensure current certification and teaching service records are available for all instructional personnel. In addition, the office coordinates a variety of other services such as federally funded Official Languages in Education programs, the Interchange on Canadian Studies, the Encounters with Canada Program and teacher exchange programs.

The ***Communication Officer*** reports to the Minister's Office and works with all divisions to ensure consistent information is communicated throughout the department and is responsible for the planning, implementing and evaluating of a broad range of communication activities for the department and for government. The Communication Officer also coordinates events and announcements related to department programs and initiatives.

Legislative Responsibility

The ***Apprenticeship and Trades Qualification Act*** applies to apprenticeship and to the qualification of tradespeople as well as establishing the Provincial Apprenticeship Board.

Board, Commission or Agency:
Provincial Apprenticeship Board

The ***Holland College Act*** provides for the establishment of Holland College as a corporation with a mandate to provide a broad range of educational opportunities, particularly in the fields of applied arts and technology, vocational training and adult education.

Board, Commission or Agency:
Holland College Board of Governors

The ***Island Regulatory and Appeals Commission Act*** provides for the establishment of the Island Regulatory and Appeals Commission (IRAC) with the mandate to regulate utilities (with the exception of sewage and water utilities owned, operated, managed or controlled by the City of Charlottetown, City of Summerside or the towns of Cornwall or Stratford); to decide upon the disposition of applications respecting the acquisition of land by non-residents and corporations where so required by any act; and to hear and decide appeals from decisions of:

- the director under the *Rental of Residential Property Act,*
- the Provincial Treasurer under the *Real Property Assessment Act,*
- the Provincial Tax Commissioner under the *Revenue Tax Act; and*
- to perform such other functions as are conferred under any enactment.

Board, Commission or Agency:
Island Regulatory and Appeals Commission (IRAC)

The ***Maritime Provinces Higher Education Commission Act*** creates and enables a 20-member commission, under the auspices of the Council of Maritime Premiers, to give first consideration to improving and maintaining the best possible service to students as lifelong learners, by;

- assuring that programs of study are of optimum length and best quality,
- stressing prior learning assessment and recognition and credit transfer to implement the principle that duplication of effort is not required in order to gain credit for learning which has been successfully accomplished,
- providing for smooth transitions between the learning force and the labor force, and
- providing equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student and assuring quality teaching.

The commission's principal duties are:

Quality Assurance:

- to undertake measures intended to ensure continuous improvement in the quality of academic programs and of teaching at post-secondary institutions included within its scope. These measures may include the review of institutional practices for assuring continuous improvement in the quality of academic programs and of teaching and making recommendations to institutions and governments.

Data and Information:

- to ensure that information is collected, maintained and made available for the public accountability of institutions within its scope and to assist institutions and the provinces in their work, which may include:
  - establishing data and system standards;
  - establishing public reporting requirements and producing public reports; and
  - carrying out studies in regard to public policy, institutional concerns and issues related to post-secondary education and providing advice to institutions and governments on these matters.

Stimulating Cooperative Action:

- to take initiatives to stimulate cooperative action among institutions and governments where such action is likely to improve the efficiency and effectiveness of the Maritimes post-secondary education system. This may include:
  - encouraging initiatives for institutions to offer joint, complementary and regional programs; and
  - encouraging administrative, financial and common service arrangements which reduce the overhead cost of programs and the overall cost to students and governments.

Administration of Regional Programs:

- to continue to develop and administer funding transfers among the provinces for regional programs which may include developing and administering funding arrangements for programs outside the region, as required, to provide additional educational opportunities for students from the region.

Board, Commission or Agency:
Maritime Provinces Higher Education Commission (MPHEC)

The ***Prince Edward Island Hairdressers' Association Act*** concentrates on the association, its purpose, the rules for membership and internal operation, creates and maintains a registration system, establishes standards for certification and outlines rules regarding investigation and discipline of registrants.

The ***Private Training Schools Act*** provides for a registration process for any private training school including any correspondence, home study or other career training instruction offered by any person other than:

- a chartered university,
- a chartered college of applied arts and technology,
- a department of the Government of Canada or of any province,
- a board of school trustees of any school unit as defined in the *School Act*, or
- a training facility organized or operated solely for the employees of a corporation or plant.

The act also provides for the appointment of an administrator who is responsible for administering the act.

Board, Commission or Agency:
Private Training School Board, and Private Training School Appeal Board.

The ***School Act*** provides for the powers of the Minister of Education in the administration of the act, and in the provision of educational services through the department and school boards and for overall leadership of the educational system in the province.

Board, Commission or Agency:
Education Negotiating Agency and Certification and Standards Board.

The ***Teachers' Superannuation Act*** sets out the terms and conditions of the Teachers' Superannuation Plan and Fund and creates a Teachers' Superannuation Commission responsible for administering the act.

Board, Commission or Agency:
Teachers' Superannuation Commission

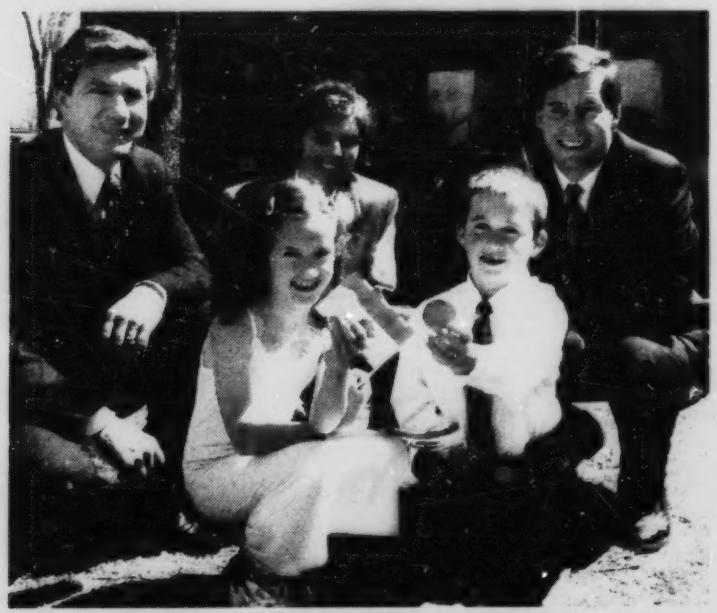
The ***University Act*** provides for the establishment of the University of Prince Edward Island which, through its appropriate governing bodies, has the authority to:

- establish and maintain facilities, schools, institutes and departments, chairs and courses;
- grant earned certificates, diplomas and degrees at all levels;
- grant honorary degrees;
- affiliate with other institutions of higher learning;
- receive, accept, hold and possess contributions, gift or benefactions;
- invest or reinvest funds;
- own and manage property for the use or benefit of the university; and
- exercise powers conferred by the *Companies Act.*

Board, Commission or Agency:
University of Prince Edward Island Board of Governors

Department Affiliations with Regional and National Organizations

- Council of Ministers of Education, Canada (CMEC)
- Atlantic Provinces Education Foundation (APEF)
- Atlantic Provinces Special Education Authority (APSEA)
- Atlantic Provinces Community Colleges Consortium (APCCC)



Premier Pat Binns and Education Minister Jeffrey E. Lantz joined Parkside Elementary principal Lorna Champion and Grade 1 students at the school for the launch of a provincial commemorative medallion in recognition of the new millennium. All Grade 1 and Grade 12 students received the medallion in 2000.

The Year in Review
2000-2001

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education strives to ensure equitable opportunities for lifelong learning.

The department's strategic planning process continued to provide guidance and support in meeting the challenges of ensuring opportunities designed to address the learning needs of Islanders.

The Department of Education launched a number of new initiatives and built on existing programs during the 2000-2001 fiscal year.

- The doors to the new $5.5 million elementary school, servicing the communities of Winsloe, Lewis Point, Orchard Hill and West Royalty, were opened. The school, which is approximately 50,000 square feet, is designed for 450 students and features 18 classrooms, a special education area, a gymnasium, a softball diamond and a soccer field.

The new West Royalty Elementary School officially opened on April 7, 2000. Premier Pat Binns and Education Minister Chester Gillan joined students for the laying of the cornerstone following the official opening ceremony in the school's gymnasium.

- The new $2 million addition to Bluefield High School opened in October 2000. This 15,000 square foot addition consists of seven classrooms, one special education area, a sick room, an art room, two work rooms, a general office area and a new main entrance area. Renovations were also carried out on the existing building.

- The *Centre scolaire-communautaire français de Prince-Ouest* in DeBlois was officially opened in January 2001. The facility includes classroom space for Grade 1, pre-kindergarten and kindergarten, two community offices, an administration/reception area and the principal's office. This is the first school in the province to use wireless technology.

- The Department of Education launched a new youth apprenticeship program – the Accelerated Secondary Apprenticeship Program (ASAP). ASAP is a flexible partnership between participating youth, employers, the apprenticeship training system and local secondary schools. Through structured course work and on-the-job training, youth apprentices log hours and gain trade-specific skills which open the doors to post-secondary training and/or workforce entry upon successful completion of high school.

- The results of the 1999 School Indicators Program (SAIP) Science were released in June 2000. The purpose of the annual SAIP tests is to provide information on how well the education system is meeting the needs of students and society. Each year the program assesses the performance of 13- and 16-year olds in one of three critical areas: mathematics, reading and writing, and science. The 1999 SAIP Science Assessment was administered to 1,064 students in schools across PEI (599 13-year-olds and 465 16-year-olds). The results at both age groups compared favourably in levels of performance to those of Canada as a whole – meeting or exceeding most standards.

- In June 2000, three Island teachers were granted sabbatical leave for the 2000-2001 school year. Sabbatical leave provides teachers with an opportunity to pursue lifelong learning opportunities and make a further contribution to the public school system upon return. The last school year in which sabbatical leaves were granted was 1993-1994.

- The results of the January 2000 Public Opinion Survey conducted by the Department of Education (released June 2000) indicated that the residents of Prince Edward Island hold positive opinions about the state of education programs on PEI. The survey, initiated as part of the strategic planning process, included a random sampling of 407 respondents who reflected the demographics of PEI. The results of this survey provide a benchmark of the public's opinion of education in the province which will be utilized in monitoring achievement in the strategic goal area of increasing public and client satisfaction with department programs and services.

- The second annual department-wide employee satisfaction survey was administered with a response rate of 62.1 per cent, or 77 of 124 employees. This is an increase over the response rate of 55.9 per cent from the previous year. The survey consisted of 39 questions. The objective for 2000-2001 was to have 60 per cent of respondents reporting that they were satisfied or very satisfied in each of the areas. The department's long-term strategic goal is to achieve a 90 per cent satisfaction rate within the five-year period 1999-2004. Overall, there was a general trend toward increased satisfaction. The department met or exceeded the objective of 65 per cent in 26 of 39 items with 75 to 90 per cent reporting that they were satisfied or very satisfied on 13 of these items.

- This year, the Minister of Education saluted the 25th anniversary of French immersion on Prince Edward Island by encouraging current and former students to attend a special recognition. In the past 25 years, 5,000 students have graduated from French immersion programs.

- In September 2000, the first group of children entered the publicly funded, community-based kindergarten system. At that time, there were 93 kindergarten programs across the province with a registration of 1,764 children. September 2000 marked the first year of a three-year pilot project for publicly funded kindergarten in Prince Edward Island.

- The Minister of Education announced at the PEI Teachers' Federation Convention in the fall of 2000 the department's commitment to review the formula used in the determination of staffing and funding levels for the public school system. The review will include extensive consultation and will address some of the funding challenges facing the education system including technology needs, special education and small schools. The initiative is consistent with the department's strategic direction in improving accountability.

- An innovative pilot project provided 38 information technology end user support specialists to the public schools for a period of 42 weeks. The project was based on an internship model whereby the participants enhanced their information technology skill level through providing technical support for software applications and computer hardware used by teachers and administrative staff. Funding for this project came from the Canada/Prince Edward Island Labour Market Development Agreement (LMDA).

- In March 2001, the Aubin Arsenault Building was officially opened to its new tenants from the Department of Education. Staff from the divisions of English Programs, French Programs and Student Services occupy the renovated building which has 50 offices, three meeting rooms and a computer lab.

Revue de l'année 2000-2001

À l'Île-du-Prince-Édouard, l'acquisition du savoir est très valorisée. Tous les gens ont la possibilité de se réaliser pleinement sur le plan social, intellectuel, économique et physique. Le ministère de l'Éducation s'efforce de garantir des occasions équitables d'apprentissage continu.

Par l'entremise de son processus de planification stratégique, le ministère a continué de fournir des conseils et du soutien pour faire en sorte que des occasions d'apprentissage adaptées aux besoins des Insulaires soient mises en place.

Au cours de l'année financière 2000-2001, le ministère de l'Éducation a mis en oeuvre un certain nombre de nouvelles initiatives et d'autres qui étaient fondées sur les programmes existants.

- La nouvelle école élémentaire de 5,5 millions de dollars au service des collectivités de Winsloe, Lewis Point, Orchard Hill et West Royalty a ouvert ses portes. L'école, d'une superficie d'environ 50 000 pieds carrés, peut accueillir 450 élèves et compte 18 salles de classe, une aire pour l'enseignement spécial, un gymnase, un terrain de softball et un terrain de soccer.

L'ouverture officielle de la nouvelle école élémentaire de West Royalty a eu lieu le 7 avril 2000 dans le gymnase de l'école.
Le premier ministre, Pat Binns, et le ministre de l'Éducation, Chester Gillan, se sont joints aux élèves pour la pose de la pierre angulaire après la cérémonie.

- L'annexe de 2 millions de dollars à l'école Bluefield High a ouvert en octobre 2000. L'agrandissement de 15 000 pieds carrés se compose de sept salles de classe, d'une aire pour l'enseignement spécial, d'une infirmerie, d'un local d'art, de deux ateliers, d'un espace à bureaux et d'une nouvelle entrée principale. Des travaux de rénovation ont également été faits dans le bâtiment original.

- Le Centre scolaire-communautaire français de Prince-Ouest, à DeBlois, a officiellement ouvert ses portes en janvier 2001. L'établissement comprend des salles de classe pour les enfants de la 1re année, de la maternelle et de la pré-maternelle, deux bureaux communautaires, une aire de réception/d'administration ainsi que le bureau du directeur. C'est la première école dans la province qui emploie la technologie sans fil.

- Le ministère de l'Éducation a lancé un nouveau programme d'apprentissage pour les jeunes. Le programme d'apprentissage accéléré est un partenariat souple entre les jeunes participants, les employeurs, le réseau de formation par apprentissage et les écoles secondaires locales. Par l'entremise de travaux de cours structurés et d'une formation en cours d'emploi, l'étudiant peut effectuer des heures admissibles à l'agrément et acquérir des compétences particulières à un métier qui lui ouvriront les portes à une formation postsecondaire ou au marché du travail après l'obtention de son diplôme d'études secondaires.

- Les résultats de l'évaluation en sciences du Programme d'indicateurs du rendement scolaire (PIRS), tenue en 1999, ont été annoncés en juin 2000. Les évaluations annuelles du PIRS ont pour but de donner de l'information sur la capacité du système scolaire de répondre aux besoins des élèves et de la société. Chaque année, le programme évalue le rendement des jeunes de 13 et 16 ans dans l'un des trois grands secteurs suivants : les mathématiques, la lecture et l'écriture et les sciences. L'évaluation en sciences du PIRS a été administrée à 1 064 élèves dans les écoles de l'Î.-P.-É. (599 élèves de 13 ans et 465 élèves de 16 ans). Les résultats pour les deux groupes d'âge se comparent favorablement aux niveaux de rendement obtenus dans l'ensemble du Canada, atteignant la plupart des niveaux nationaux ou les surpassant.

- En juin 2000, trois enseignants de l'Île ont obtenu un congé sabbatique pour l'année scolaire 2000-2001. Les congés sabbatiques

donnent aux enseignants la possibilité de faire avancer leur carrière en enseignement et d'en faire profiter le système scolaire public à leur retour. Les derniers congés sabbatiques avaient été accordés pendant l'année scolaire 1993-1994.

- Les résultats du sondage d'opinion mené en janvier 2000 par le ministère de l'Éducation (publiés en juin 2000) indiquent que les résidents de l'Île-du-Prince-Édouard ont une opinion favorable sur l'état des programmes scolaires à l'Î.-P.-É. Le sondage, qui a été lancé dans le cadre du processus de planification stratégique, comprenait un échantillonnage aléatoire de 407 enquêtés qui représentaient la population de l'Î.-P.-É. Les résultats du sondage fournissent des données de référence sur l'opinion que la population a de l'éducation dans la province, lesquelles seront utilisées pour évaluer le rendement dans le secteur de l'objectif stratégique d'accroître la satisfaction de la population et de la clientèle à l'égard des programmes et des services publics.

- Le taux de réponse lors de la seconde enquête annuelle sur la satisfaction des employés menée à l'échelle du ministère a été de 62,1 p. 100; 77 des 124 employés interrogés ayant répondu au sondage. Cela représente une augmentation par rapport au taux de réponse de l'année antérieure qui était de 55,9 p. 100. Le sondage comptait 39 questions. L'objectif visé était que 60 p. 100 répondant déclarent être satisfaits ou très satisfaits dans chacun des secteurs. L'objectif stratégique à long terme du ministère est d'obtenir un taux de satisfaction de 90 p. 100 sur une période de cinq ans, soit de 1999 à 2004. Partout, on a constaté une tendance à l'augmentation de la satisfaction. Le ministère a satisfait ou surpassé l'objectif de 65 p. 100 pour 26 des 39 points, et 75 à 90 p. 100 des répondants ont déclaré être satisfaits ou très satisfaits pour 13 de ces points.

- Cette année, le ministre de l'Éducation a souligné le 25e anniversaire de l'immersion française à l'Île-du-Prince-Édouard en invitant les élèves d'immersion actuels et les anciens à participer à une célébration spéciale. Au cours des 25 dernières années, 5 000 élèves ont terminé avec succès un programme d'immersion française.

- En septembre 2000, un premier groupe d'enfants est entré dans un réseau de maternelles communautaires financées par des fonds publics. Il y a, à l'heure actuelle, 93 programmes de maternelle d'un bout à l'autre de la province auxquels sont inscrits 1 764 enfants. Septembre 2000 a marqué la première année d'un projet pilote triennal de maternelles financées par des fonds publics à l'Île-du-Prince-Édouard.

- Le ministre de l'Éducation a annoncé, lors du congrès de la PEI Teachers Federation (fédération des enseignants de l'Î.-P.-É.) à l'automne 2000, que le ministère s'engageait à réviser la formule utilisée pour déterminer le nombre d'employés et les niveaux de financement dans le système d'écoles publiques. La révision comportera une consultation exhaustive et portera sur certains des défis en matière de financement que doit relever le système d'éducation public, y compris les besoins technologiques, l'éducation spéciale et les petites écoles. L'initiative est conforme à l'orientation stratégique du ministère visant à améliorer la reddition de compte.

- Un projet pilote innovateur a permis de mettre à la disposition des écoles publiques, pendant une période de 42 semaines, 38 spécialistes du soutien aux utilisateurs finals de la technologie de l'information. Le projet était fondé sur un modèle de stages où les participants améliorent leurs compétences en informatique en fournissant le soutien technique relatif aux applications de logiciels et aux matériels informatiques utilisés par les enseignants et le personnel administratif. Ce projet a été rendu possible grâce à une subvention au titre de l'Entente Canada—Île-du-Prince-Édouard sur le développement du marché du travail.

- En mars 2001, l'immeuble Aubin Arsenault a officiellement accueilli ses nouveaux locataires du ministère de l'Éducation. Le personnel des divisions des programmes en anglais, des programmes en français et des services aux étudiants occupent l'immeuble rénové, qui compte 50 bureaux, 3 salles de réunion et 1 laboratoire d'informatique.

Strategic Goals of the Department

This annual report is offered to government, our stakeholders, staff, clients and the public to provide information about our activities that contribute to our strategic goals (April 1, 2000 to March 31, 2001)

The fiscal year 2000-2001 was year two of the five-year strategic plan for the Department of Education.

Strategic planning is the process of developing strategies to achieve goals and address the critical issues which affect an organization and its clients. At the Department of Education, the planning process is critical and is woven into the fabric of ongoing operations as well as new initiatives.

The strategic plan for the Department of Education outlines the following goals:

Goal 1

Improve lifelong learning outcomes in PEI

Key Performance Measures

Literacy
- Percentage of literacy level by age group (18 years and older)
- Percentage of the population reported reading newspapers, magazines and/or books
- Percentage of students (13- and 16-years-old) performing at progressive skill/knowledge levels for mathematics, science, reading and writing.

Citizenship
- Voter participation rates for school board(s), municipal, provincial and federal elections
- Volunteer participation rates, 15 years and older
- Crime rates

Knowledge and Skills
- Highest level of educational attainment, by sex and age
- Percentage of students (13- and 16-year-olds) performing at progressive skill/knowledge levels for mathematics, science, reading and writing
- Participation rates in adult education and training, 17 years and older

Healthy Active Lifestyles
- Percentage distribution of Islanders over levels of physical activity
- Percentage and rate of smoking
- Percentage and rate of alcohol and drug use by age

Communication
- Percentage of literacy level by age groups (18 years and older)
- Percentage of students (13- and 16-year-olds) performing at progressive skill/knowledge levels for mathematics, science, reading and writing
- Percentage of students taking courses in French
- Percentage of residents who report themselves as bilingual

Appreciation of the Arts
- Number of learning opportunities at community schools
- Number of students attending community schools
- Level of appreciation of the arts

Information Technology Competence
- Number of learning opportunities provided for students using information technology in grades 1-12
- Student/computer rates
- Participation in computer training (Adult Education and Training)

Goal 2

Increase public and client satisfaction with department programs and services

Key Performance Measures
- Percentage of public opinion
- Percentage of client satisfaction

Goal 3

Improve employee satisfaction

Key Performance Measures
- Percentage of employee satisfaction
- Percentage of completed performance development plans

Goal 4

Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients

Key Performance Measures
Funding/revenue dollars
- Number of in-force service level agreements
- Number of memoranda of understanding (MOU)
- Number of collaborative initiatives
- Partner satisfaction with initiatives

Goal 5

Improve accountability

Key Performance Measures
- Expenditures per student (Kindergarten to Grade 12)
- Expenditures for post-secondary education
- Variance from net budget compared to other departments and other jurisdictions
- Administration costs compared to other jurisdictions
- Total value of cost-shared projects
- Number and scope of program reviews
- Percentage of review recommendations implemented
- Compliance status with the French Services Policy and Guidelines and the *French Language Services Act*
- Percentage of private school inspections completed
- Percentage of follow-up on private school inspection
- Number of annual report submissions from educational partners (including the Department of Education)
- Allocation of resources to programs and initiatives

Goal 1 – Lifelong learning

Public Education

Branch Goals
- Increase education level of citizenry
- Improve access for learners
- Improve supports for learners

Divisional Goals

Continuing Education and Training
- Improve access for continuing education learners
- Improve support opportunities for continuing education learners
- Increase the level of learning of the citizenry
- Increase the skill level of the workforce relevant to PEI's economic development needs

English Programs
- Improve curriculum, programs and services for students
- Improve resources to support learning and teaching

French Programs
- Improve curriculum, programs and services for students
- Improve resources to support learning and teaching

Student Services
- Improve accessibility to programs and services
- Improve inclusionary practices
- Improve programs and services for students
- Improve resources to support learning and teaching

Administration and Corporate Services

Branch Goal
- Improve utilization of technology

Section Goal
Systems and Technology Services
- Reduce problems with the operation of computer hardware and software

Goal 2 – Public and client satisfaction

Public Education

Branch Goals
- Increase learner satisfaction

Divisional Goals
Continuing Education and Training
- Increase learner satisfaction with divisional programs and services
- Increase learner satisfaction with continuing education's learning opportunities

English Programs
- Improve in-service, as well as other professional development, for educators

French Programs
- Improve in-service, as well as other professional development, for educators

Student Services
- Improve in-service, as well as other professional development, for educators

Administration and Corporate Services

Branch Goals
- Improve the quality of services to internal and external clients
- Improve the availability and quality of technology services
- Improve the quality of the department policy development process
- Improve the quality of leadership, advice and information to the department on strategic planning

Divisional Goals
Corporate Planning
- Improve the process for program (project) evaluation
- Improve the quality of the department policy development process
- Improve the quality of leadership, information and advice to the department on strategic planning

Finance and School Board Operations
- Improve the quality of services to internal and external clients

Section Goals
Human Resources
- Improve the quality of services to internal and external clients
- Develop a human resource plan for the department

Registrar's Office
- Improve quality of service to school boards
- Improve quality of service to superannuated teachers
- Increase opportunities for second official language acquisition by Island students
- Increase quality of service relative to extra-provincial education opportunities for Island educators
- Maintain quality of licensing and certification for teachers and non-instructional personnel

Systems and Technology Services
- Improve the quality of advice and assistance to clients
- Increase the availability of Local Area Network (LAN), Wide Area Network (WAN) and internet services
- Improve the quality of electronic data available to clients
- Improve the security (confidentiality, integrity and availability) of client electronic data)

Goal 3 – Employee satisfaction

Public Education

Branch Goals
- Increase Employee Satisfaction

Divisional Goals

Continuing Education and Training
- Increase employee satisfaction for employees

English Programs
- Increase employee satisfaction

French Programs
- Increase employee satisfaction

Student Services
- Increase employee satisfaction

Administration and Corporate Services

Branch Goals
- Increase employee satisfaction

Divisional Goals

Corporate Planning
- Increase employee satisfaction

Finance and School Board Operations
- Increase employee satisfaction

Section Goals

Human Resources
- Improve communication within the branch
- Increase employee satisfaction

Systems and Technology Services
- Increase employee satisfaction

Goal 4 – Collaboration

Public Education

Branch Goals
- Increase the level of integration and cooperation within the public education system, among public education jurisdictions and among government departments and agencies

Divisional Goals

Continuing Education and Training
- Improve working relationships with all internal and external partners

English Programs
- Improve working relationships with all internal and external partners

French Programs
- Improve working relationships with all internal and external partners

Student Services Division
- Improve working relationships with all internal and external partners

Administration and Corporate Services

Branch Goal

- Improve the identification of, and the department's participation in, innovative projects and partnerships

Divisional Goals

Corporate Planning

- Improve the quality of innovative partnerships

Goal 5 – Accountability

Public Education

Branch Goal

- Improve accountability

Divisional Goals

Continuing Education and Training

- Improve accountability of the continuing education system

English Programs

- Improve accountability

French Programs

- Improve accountability

Student Services

- Improve accountability

Administration and Corporate Services

Branch Goal

- Improve accountability

Divisional Goals

Corporate Planning

- Improve the process used in monitoring department results

Finance and School Board Operations

- Improve accountability between school boards and the Minister of Education
- Ensure the department meets its budget targets

Education Minister Jeffrey E. Lantz (left) and Solicitor General for Canada Lawrence MacAulay review reading materials for the Summer Tutoring Program for Kids with program coordinator Heather Shaw and Dr. Vianne Timmons, Dean of the Faculty of Education at the University of Prince Edward Island. The program provided 10 weeks of one-on-one tutoring for 325 elementary school children and employed 17 tutors.

Activities and Accomplishments

Public Education Branch

Branch Goals

Goal 1 – *Increase education level of citizenry*

Goal 2 – *Improve access for learners*

Goal 3 – *Improve supports for learners*

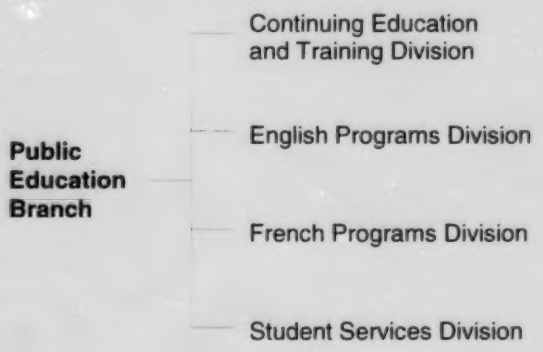
Goal 4 – *Increase learner satisfaction*

Goal 5 – *Increase employee satisfaction*

Goal 6 – *Improve the level of integration and cooperation within the public education system, among public education jurisdictions and among government departments and agencies*

Goal 7 – *Improve accountability*

Organization Chart



The Public Education Branch encompasses kindergarten through to adult learning systems. It includes four divisions: Continuing Education and Training, English Programs, French Programs and Student Services. This branch is also responsible for the Anaphylactic Shock Program.

Approved Minister's Directives

Education policy is established under the *School Act* through Minister's Directives. The following directives were approved during the reporting period:

- No. MD00-04, *School Board Staffing and Funding Program for the 2000-2001 School Board Fiscal Year* (Supersedes Minister's Directive No. MD 99-06)
- No. MD 00-05, *Internet Access and Use* (Supersedes No. MD 98-03)
- No. MD 00-07, *School Libraries*
- No. MD 01-01, *Recruitment and Hiring Procedures for Superintendents of Education*
- No. MD 01-02 *School Calendar for the 2001-2002 School Year*

Anaphylactic Shock Program

The *School Act* includes specific provisions with regards to the responsibilities of teachers and school staff where a student is injured or there is a medical emergency. The Department of Education initiated the Anaphylactic Shock Program in July 1997 to assist school personnel with the management of students who are at risk of anaphylactic shock, an allergic reaction which may be fatal. The department provided 195 EpiPens to 180 students, during the 2000-2001 school year, who were identified as being at risk of anaphylactic shock.

Publicly funded, Community-based Kindergarten

During the 2000-2001 fiscal year, the Department of Education provided leadership for year one of the implementation of a three-year pilot of a publicly funded, community-based kindergarten program. This year, there were 1,699 children registered in 92 kindergarten programs. This reflects a 12 per cent increase in the number of children attending kindergarten.

Pilots were conducted in language arts and math in 15 provincial kindergarten programs. The task is to provide a curriculum which is developmentally appropriate and rich in exploration and discovery. The department will provide core curriculum and common resources for all kindergarten programs.

Education Minister Jeffrey E. Lantz announced details of year one of the three-year pilot for publicly funded, community-based kindergarten in Prince Edward Island. Looking on are Carolyn Simpson, Kindergarten Program Administrator, and Margaret Dumville, supervisor of the O'Leary Kindergarten program.

Continuing Education and Training Division

Division Goals

Goal 1 – *Improve access for continuing education learners*

Goal 2 – *Improve support opportunities for continuing education learners*

Goal 3 – *Increase level of learning of the citizenry*

Goal 4 – *Increase the skill level of the workforce relevant to PEI's economic development needs*

Goal 5 – *Increase learner satisfaction with divisional programs and services*

Goal 6 – *Increase learner satisfaction with continuing education learning opportunities*

Goal 7 – *Increase employee satisfaction*

Goal 8 – *Increase the level of integration and cooperation with the continuing education system on PEI and among continuing education jurisdictions*

Goal 9 – *Improve the accountability of the continuing education system*

Goal 1: Improve access for continuing education learners

Apprenticeship Training

- A joint agreement was signed with the Carpenters Union Local 1338 to improve access to apprenticeship training for its members and to help forge better industry partnerships.
- The Apprenticeship program was expanded with the designation of Construction Craft Labourer trade.
- The Provincial Apprenticeship Board developed new policies for *Designation of a Trade* and *Certification of a Trade.*
- Increased assistance for the apprentices during in-school technical training was negotiated.

Literacy Initiatives Secretariat

- Work has progressed with Laubach Literacy of Canada-PEI to work on a strategy to reach adult Islanders with low level literacy skills. There are 185 trained Laubach tutors across PEI.
- Public awareness and outreach initiatives around the theme *Want to Read Better?* resulted in increased numbers of calls to the reading line seeking information on the availability of literacy and adult basic education programs.
- The Literacy Initiatives Secretariat coordinated the design and construction of a float for the Gold Cup and Saucer Parade in August 2000. The theme for the float was *Reach for the Top for A Better Tomorrow.*

The "Want to read better?" literacy public outreach campaign included a float in the Gold Cup and Saucer parade (right) and signage for Seaman's Beverages delivery trucks (top) which carried the message throughout the fall of 2000.

Post-secondary Education and Continuing Education

- *Encouraging Island Graduates to Return/Remain Home Project* – The goals of this project are to continue the tracking of PEI undergraduates and to help decision-makers be more responsive to the needs of high school students in preparation for transitions from secondary education to either post-secondary education or to the world of work.
  - When asked about their plans following high school, 74.8 per cent plan to continue their education: 32.4 per cent at UPEI, 22.1 per cent plan to attend a university off-Island, 14.4 per cent plan to get a job on PEI, 14.1 per cent plan to attend Holland College, 6.6 per cent plan to get a job off-Island, and three per cent plan to continue at a community college off-Island.
  - The report has been distributed to education stakeholders across the Island. Presentations of the findings were made to Department of Education directors and consultants, school boards, trustees and principals. Copies of the report, *Encouraging Island Graduates to Return/Remain Home 2000* may be obtained by contacting Island Information Services at (902) 368-4000 or by e-mail at ***education@gov.pe.ca***
- Under the regional transfer arrangement, in 2000-2001, the Maritime Provinces Higher Education Commission administered agreements with other provinces to provide places for Maritime students in programs of study not available in the region.

Private Training Schools

- Approximately 2,000 people enrol annually with PEI registered training schools.
- Twenty-one private training schools are registered with the PEI Department of Education.
- Private training programs include hairdressing, truck driving, flying, computer technologies, computer programming, network administration, computer applications support, office skills and administrative support, accounting, business practices, travel and tourism, counselling, resident care worker, home health aid, construction specialties and safety and teaching English as a Second Language.

Student Financial Services

- The Student Financial Services section oversees loan and grant programs to learners, on a needs-tested basis, who wish to access post-secondary study and training. This involves administering the PEI Student Loan Program, the Debt Reduction Grant, the Island Student Awards, the Canada Student Loan Program, Canada Study Grants and the Interest Relief Program. In addition, the section also administers the Canada Millennium Bursary Program.
- During the year Student Financial Services continued to work with Human Resources Development Canada in monitoring the Skills Development Program. This is a co-managed financial assistance program under the Canada/Prince Edward Island Labour Market Development Agreement available to individuals eligible for Employment Insurance. Selection criteria were changed to improved accessibility for certain target groups.

Goal 2: Improve support opportunities for continuing education learners

Literacy Initiatives Secretariat

- An active partnership with the National Literacy Secretariat of Human Resource Development Canada ensures adult Islanders have access to opportunities to increase literacy skills levels. Through this funding partnership, the following support opportunities for continuing education learners are achieved:

Access and Outreach

- foster ways of making literacy programs more accessible to all who wish to improve their literacy skills (such as consultations to assess barriers and the development of a strategic plan to reduce barriers).

Coordination and Information Sharing

- distribute information on new developments and activities in the literacy field to all literacy partners to prevent duplication and allow for more effective use of resources (such as conferences and directories of literacy services and resources).

Learning Materials

- develop and distribute learning and tutor-training materials that reflect Canadian realities and that meet the particular needs and interests of learners (for example: print,

audio-visual or computer materials, tutor training workshops and conferences).

Public Awareness

- promote greater understanding of the issue of literacy and encourage the involvement of all Canadians in improving the literacy skills of our society (for example: promotional campaigns and public forums).

Research

- support research projects that apply directly to literacy programs or address the literacy needs of particular groups of people or the economy, or which try to find ways to improve the quality of literacy programs in PEI (such as needs assessment and literacy program evaluations).

Post-secondary Education and Continuing Education

- The Government of Prince Edward Island provided an additional $1 million to the operating budgets of Holland College and the University of Prince Edward Island. This financial commitment represents the first installment of a three-year plan.
- The division provides funding advice in support of the Island's post-secondary institutions, and works with the Maritime Provinces Higher Education Commission (MPHEC) in developing and administering funding transfers among provinces for regional programs.
- On March 31, 2001, the Community Services Bursary Program completed year one of a three-year pilot. The program was developed to encourage Island students in grades 11 and 12 to pursue post-secondary education. Students are eligible to earn tuition credits valued up to $500. Credits are earned through volunteer work with community-based non-profit organizations and are calculated at the rate of $5 per hour to a maximum of 100 hours and a minimum of 30 hours. As of March 31, 2001, 414 students and 152 organizations have participated in the program.
- Student Centre at University of Prince Edward Island – The Government of Prince Edward Island announced funding of $1 million toward a new student centre project. The investment recognizes the importance of having a community centre on campus that will benefit students, faculty, staff and visitors. It will also help the university recruit and retain students. Work on the new student centre is to start in the spring/summer of 2001.

Student Financial Services

- Student Financial Services negotiated one-year lender agreements with CIBC and the Credit Unions of Prince Edward Island.
- During the year, discussions continued with lenders to finalize longer term contracts.
- The province has a contractual agreement with the Canada Millennium Foundation to administer the Canada Millennium Bursary Program. For 2000-2001, the section processed bursaries totalling $1,385,500. Bursary payments were made to lenders to reduce the provincial student debt load of 469 students.
- Government implemented a provincially funded, non-repayable grant program of tuition assistance for PEI residents studying full-time at University of Prince Edward Island, Holland College and *Collège de l'Acadie*. The objectives of the Island Student Awards Program are to improve retention of students, reduce student debt and enhance accessibility. The tuition subsidy applies to third and fourth year undergraduate students at the University of Prince Edward Island, second year students at Holland College and second year students at *Collège de l'Acadie*. Students are eligible for $600 per year and a lifetime maximum of $1,200. Island Student Award payments were made to 1,190 Island students, with a total value of $714,000.

Student Financial Services
2000/2001

Funding Programs		Students Assisted	Amount Issued
Canada Student Loans (Full-time)	– In province	1,866	$7,655,282
	– Out of province	1,350	6,155,392
Total		3,216	$13,810,674
PEI Student Loans (Full-time)	– In Province	1,795	$4,707,391
	– Out of province	1,338	3,973,918
Total		3,133	$8,681,309
Canada Student Loans (Part-time)		122	291,708
Canada Study Grants:			
Students with Dependents (Full-time)		192	$246,515
Permanent Disabilities (Full-time)		39	114,910
Female Doctoral Students (Full-time)		2	6,000
High Need (Part-time)		121	106,781
		354	$474,206

Debt Management Programs	Students Assisted	Amount Issued
Debt Reduction Grant	365	$1,082,529
Canada Millennium Bursary	469	$1,385,500
Interest Relief	422 *(Monthly average)*	$190,988
Total Program Funding		**$25,916,914**

Goal 3: Increase level of learning of citizenry

Literacy Initiatives Secretariat

- Twelve adult Islanders completed their requirement for the PEI High School Graduation Certificate for Mature Students.
- The GED test battery was completed by 483 adults. Eighty-seven per cent met the pass requirements. The average age of Islanders successfully achieving GED in 2000-2001 was 30.9 years. During the decade 1990-2000, the annual number of GED credentials awarded in PEI had increased 154.5 per cent (the highest percentage increase in Canada).

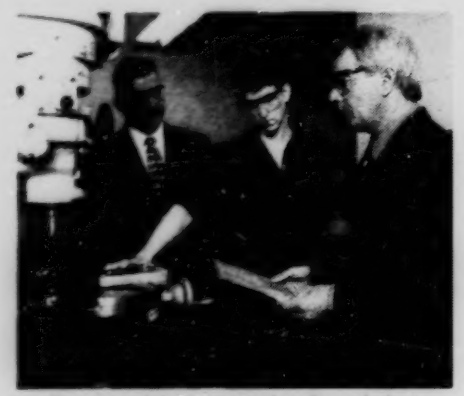
Tommy Gallant (centre) received the 2000 Atomic Energy of Canada Scholarship. The scholarship is awarded each year to an individual who has completed his or her GED and plans to attend a post-secondary institution. Education Minister Jeffrey E. Lantz and Barb Macnutt, Manager of the Department of Education's Literacy Initiatives Secretariat, congratulated Mr. Gallant and presented him with his award.

- Workplace Education PEI coordinated and facilitated 30 workplace literacy/numeracy based programs in small- to medium-sized businesses with approximately 150 people participating in the programs in the manufacturing and processing industry.
- The Workplace Education PEI literacy program at Durabelt Inc. received a national award for excellence in workplace literacy from the Conference Board of Canada.
- The first Prior Learning Assessment and Recognition (PLAR) program was piloted for a group of federal government employees.
- The *Summer Tutoring Program for Kids* provided 10 weeks of one-on-one tutoring for 450 elementary school children identified as having reading difficulties. Seventeen tutors were hired to tutor in both English and French at 21 public libraries and four public school locations. This program received support from the Department of Education, Community Development Bureau, Human Resources Development Canada, the Eastern School District, *La Commission scolaire de langue française* and provincial libraries.
- Project LOVE (Let Older Volunteers Educate) – Two hundred volunteers read with children who have literacy challenges in 34 schools across PEI. This program is considered to be an example of excellence across Canada in supporting literacy activities in schools.

Goal 4: Increase the skill level of the workforce relevant to PEI's economic development needs

Apprenticeship Training (See Appendix B)

- One hundred and fifty-one new apprentices were registered in a variety of trades.
- The *Accelerated Secondary Apprenticeship Program (ASAP)* continues to develop, and the first youth apprentices were indentured in several trades.



Provincial Apprenticeship Board chair David Webster (left) and Education Minister Chester Gillan participated in the official launch of the Accelerated Secondary Apprenticeship Program (ASAP) during Apprenticeship Week in April.

- Two hundred and twenty-four apprentices attended in-school technical training with approximately 80 per cent of the training at Holland College and the remaining 20 per cent at either New Brunswick Community College or Nova Scotia Community College.
- Forty-nine apprentices completed training and received a Completion Certificate and a Trade Qualification certificate with Red Seal. This represents a 20 per cent increase over last year.
- Sixty-seven Certificates of Qualification with Red Seal were issued to trade qualifiers, tradespeople who have not completed the formal apprenticeship program.
- A total of 1,209 exams were administered, including apprentice progress exams, Red Seal exams and pre-apprentice, achievement, interprovincial and oral/practical exams.

Literacy Initiatives Secretariat

- Six hundred and twenty-five adult learners returned to the classroom to increase reading skill levels, complete the requirements PEI High School Graduation Certificate for Mature Students or to prepare for writing the General Educational Development Tests (GED) through the Literacy/Adult Basic Education Program.
- Sixteen instructors in the Literacy/Adult Basic Education program at the Institute of Adult and Community Education, an affiliate of Holland College, participated in Prior Learning Assessment Recognition training programs. Instructors will achieve Prior Learning Assessment status upon completion of a practicum with their adult learners.

Post-secondary Education and Continuing Education

- Financial support was provided to University of Prince Edward Island for the recruitment of international students. This financial commitment represents the second installment of a three-year contribution plan.
- The Department of Education also helped University of Prince Edward Island cover some of the costs associated with starting the Cooperative Education Program in Computer Science.
- The division continued to support the university's business internship program by providing on-the-job training experiences.

Goal 5: Increase learner satisfaction with divisional programs and services

Apprenticeship Training

- A review of the apprenticeship program was conducted and a new strategic plan was developed.
- Research into the numeracy/literacy levels of apprentices, tradespersons and journeypersons was conducted.
- The Provincial Apprenticeship Board conducted a review of the *Apprenticeship and Trades Qualification Act* resulting in a recommendation to the Minister of Education for an update of the act.
- Apprenticeship training officers visited more than 450 apprentices and their employers.
- Two newsletters were published, a new pamphlet for distribution at career days at high schools was developed, and work was started on the development of a new Web site for apprenticeship.
- Apprentice progress exams and new logbooks for recording skills development were developed or updated in six trades.
- The Apprenticeship Information Management System was maintained for more than 400 apprentices and more than 100 new journeypersons.
- Apprenticeship satisfaction questionnaires were administered to all apprentices who attended in-school technical training.

Literacy Initiatives Secretariat

- The number of opportunities for adult Islanders to write the General Educational Development (GED) tests was increased to accommodate the increased requests for test times.
- Arrangements were made to have GED tests written in sites other than Charlottetown and Summerside, when numbers warranted, to ensure more accessibility for all.
- Special accommodations were made for adults with learning/physical disabilities to provide them with equal opportunity to write the GED tests. Accommodations included: large print tests, audio tests for visually impaired persons, individual writings for those diagnosed with learning disabilities and extended time for individuals with specific disabilities.

Private Training Schools

- Work continued with the Legislative Counsel Office to refine regulations.
- Preparations for implementing the new statute and regulations are on-going.
- A number of procedures, policies and guides for schools or applicants were created to help make this regulatory work more systematic.

Student Financial Services

- In co-operation with Student Services at the University of Prince Edward Island, the section offers a part-time, on-campus service for students and administrative staff.
- The student loan/satellite office offers a variety of services, including:
  - a drop-off area for the full-time and part-time student loans and other documentation,
  - assistance with completion of applications,
  - assistance with preparation of appeals,
  - assistance to students on financial matters,
  - information on Canadian Millennium Bursaries, and
  - information on Canada Study Grant Programs.

Goal 6: Increase learner satisfaction with continuing education learning opportunities

Post-secondary Education and Continuing Education

- The responsibilities of the members of the Post-secondary Education and Continuing Education work unit include providing post-secondary education advice, continuously improving the quality of academic programs and teachings, supporting prior-learning assessment recognition and credit transfer, providing for smooth transition between learning and working and providing equitable and adequate access to learning opportunities.
- New programs recently approved by Maritime Provinces Higher Education Commission for University of Prince Edward Island are: Bachelor of Arts (Minor) in Island Studies, Bachelor of Applied Science in Radiography, Certificate in Accounting, Master of Science in Biology and Master of Science in Chemistry. Approved modified programs are: Bachelor of Applied Science in Radiology, Bachelor of Business Administration (Honours), Bachelor of Music, Bachelor of Music Education, Bachelor of Science (Major) in Computer Science, Co-op, Bachelor of Science (Minor) in Foods and Nutrition, and Integrated Dietetic Internships.
- A new regional Quality Assurance Policy is being implemented which deals with:
  - the review of institutional proposals for additions or modifications of academic programs, and
  - the review of institutional practices for assuring continuous improvement in the quality of academic programs and of teaching and making recommendations to institutions and governments.

  Discussions with officials at the university have taken place concerning the internal policies regarding the quality of academic program and of teaching.
- The Continuing Education and Training division and Holland College continue to participate in the Atlantic Provinces Community College Consortium (APCCC). As the consortium moves from the 1998-2000 pilot phase to a more permanent arrangement, it is building upon the success to date and setting clear goals for the future. The strategic goals of the consortium are to enhance the quality and cost-effectiveness of the community college systems of the four Atlantic provinces through the pursuit of cooperative and collaborative initiatives. The work plan for the APCCC includes initiatives in the four thematic areas identified as the focus for collaborative efforts: programs, mobility and transferability, professional development and labour market information. *Summary of Transfer Credit and Articulation Agreements for the Atlantic Community Colleges* was created and distributed to all partners.
- Publicly funded colleges play a strategic role in the region's social and economic development by providing diploma programs and skills upgrading opportunities for more than 85,000 Atlantic Canadians on a full-time or part-time basis. Holland College enrolment statistics from its 2000-01 annual report: full-time 2,379 and part-time 6,707 equalling 9,086 total students served. The University of Prince Edward Island enrolment statistics for 2000-01 include: full-time 2,730, part-time 482 equalling 3,359 total students. The *Collège de l'Acadie* had 25 students enrolled in 2000-01.

Private Training Schools

- The work unit administers the *Private Training Schools Act* under which post-secondary career training schools are registered and regulated. The primary purpose of the act is to ensure that schools provide industry-acceptable preparation for employment and to protect students against stranding due to several kinds of failure on the part of private school owners.
- During 2000-01, the work unit approved programs and registered instructors in the 21 private training schools.

Goal 7: Increase employee satisfaction

All employees are encouraged to take advantage of professional development activities funded by the Department of Education Employee Development Fund.

- The division provides flexible work schedules, where appropriate.
- The offices of the Continuing Education and Training division were relocated to renovated facilities on the 3rd floor of the Sullivan Building.
- The division strives to provide a friendly, respectful, healthy and safe work environment.

Goal 8: Increase the level of integration and cooperation with the continuing education system on PEI and among continuing education jurisdictions

Apprenticeship Training

- Apprenticeship Training participates with the other Atlantic apprenticeship directors and Provincial Apprenticeship Board chairs on the Atlantic Apprenticeship Council (AAC) to examine opportunities for cooperative effort and to develop strategies and work plans to use available resources to reach common goals while improving apprenticeship training in the four provinces.
- Apprenticeship Training participates with the Canadian Council of Directors of Apprenticeship (CCDA), an inter-jurisdictional partnership that works with industry in support of the development of a highly skilled mobile workforce responsive to labour market needs. The PEI representative chairs the Promotions, Marketing and Information Standing Committee of CCDA.
- The Accelerated Secondary Apprenticeship Program (ASAP) is a flexible partnership between participating youth, employers, the apprenticeship training system, local secondary schools and community youth organizations. Through structured course work and on-the-job training, youth apprentices log hours and gain trade specific skills which open doors to post-secondary training and/or the workforce upon successful completion of high school.
- Apprenticeship Training participated in the high school transition response report to develop recommendations to assist students with transitions from school to work.
- Apprenticeship Training participates jointly with all Canadian jurisdictions in the Interprovincial Standards Examination Committee (ISEC). This group ensures a continued high standard and uniformity in apprenticeship training and trade certification at the national level via Red Seal examinations, National Occupational Analysis, and recently with Interprovincial Computerized Examination Management System (ICEMS). Recent curriculum development pilots encourage mobility at the apprentice level. This was previously available only at the journeyperson level.
- Apprenticeship Training participated with the other provincial jurisdictions and Human Resources Development Canada in the development of the Interprovincial Computerized Examination Management System (ICEMS) to enhance the certification opportunities and mobility of apprentices and journeypersons.

Post-secondary Education and Continuing Education

- Post-secondary Education and Continuing Education liaises with and participates in regional and national initiatives with the University of Prince Edward Island (UPEI), the Atlantic Veterinary College, Holland College, the Francophone Learning Centre, the *Société Éducative de l'Île-du-Prince-Édouard* and the *Collège de l'Acadie*, the Maritime Provinces Higher Education Commission (MPHEC), the Atlantic Provinces Community Colleges Consortium (APCCC) and the Council of Ministers of Education, Canada (CMEC).
- The division continues to use the Council of Ministers of Education, Canada (CMEC) Public Expectations of Post-secondary Education policy statement as it formulates and implements policy and budgetary decisions relating to post-

secondary education. In this statement, the ministers, on behalf of the public, articulated expectations that describe what Canadians can expect from the post secondary education sector in six key areas: quality, accessibility, mobility, relevance and responsiveness, research and scholarship and accountability.

- The division works closely with the Maritime Provinces Higher Education Commission which has responsibility for some significant aspects of the Maritime provinces' university system. The four principal functions of the MPHEC are quality assurance, data and information collection, stimulating cooperative action and administration of regional programs.
- The director of the division serves as a member of the board of the Institute of Adult and Community Education (IACE).
- The Post-secondary Education/Continuing Education and Training Coordinator serves on the *Conseil d'administration de la Société Éducative de l'Î-P-É.*
- Meetings are held with officials of UPEI and Holland College each year to discuss long-term planning matters.
- The Minister and the Deputy Minister and divisional staff meet with members of the UPEI Student Union executive biannually in order to discuss student aid, costs of tuition, accessibility and quality measures.
- MPHEC published three reports: *Report on Post-secondary Research Trends in Atlantic Canada, Securing our Future – A Renewal Strategy for Post-secondary Research in Atlantic Canada,* and *Post-secondary Research in Atlantic Canada: Institutional Profiles* in order to identify the level of investment in research and development needed for the Atlantic provinces and the post-secondary education institutions.

Private Training Schools

- Participation in national meetings of the Canadian Association of Administrators of Private Training Organizations Legislation (CAAPTOL) is ongoing.

Student Financial Services

- Representation by Prince Edward Island on Intergovernmental Consultative Committee on Student Assistance (ICCSFA) is ongoing.
- Membership continues with the Co-management Group with Human Resources Development Canada for Skills Development Program.

Goal 9: Improve the accountability of the continuing education system

Apprenticeship Training

- Apprenticeship Training administers an apprentice satisfaction questionnaire to all apprentices who attend in-school technical training to help develop plans for the improvement of Apprenticeship Training.
- Apprenticeship Training uses the results of the satisfaction questionnaires to work with Holland College, apprenticeship training instructors and Human Resources Development Canada to improve apprenticeship training.

Literacy Initiatives Secretariat

- The annual evaluation of the Literacy/Adult Basic Education Program ensures that the program standards and expectations established by the Department of Education are achieved.
- All literacy projects receiving funding through the federal/provincial funding program include an evaluation process to measure success and feasibility.

Post-secondary Education and Continuing Education

- MPHEC conducted the *2000 Follow-up Survey With the Class of 1996 Maritime University Graduates.*
- Holland College conducted (as per its survey schedule) New Student Survey (October), Program and Instructor Evaluations (January/February), and the Survey of Previous Years' Graduates (May).
- UPEI, Holland College, and the *Société Éducative de l'Î.-P.-É.* and the *College de l'Acadie* submit annual reports to the Government of Prince Edward Island.

Private Training Schools

- The Private Training Schools work unit conducted student satisfaction surveys.

English Programs Division

Division Goals

Goal 1 – *Improve curriculum, programs and services for students*

Goal 2 – *Improve resources to support learning and teaching*

Goal 3 – *Improve in-service, as well as other professional development, for educators*

Goal 4 – *Increase employee satisfaction*

Goal 5 – *Improve working relationships with all internal and external partners*

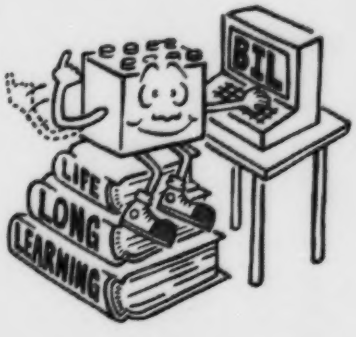
Goal 6 – *Improve accountability*

The achievements of the English Programs Division are reported below under the following sections: primary/elementary; secondary; information technology integration and support; and professional development.

Goal 1: Improve curriculum, programs and services for students

Primary/Elementary

- The English Language Arts Curriculum Implementation Survey was completed by teachers and principals.
- Each school with grades 1 to 3 received two texts for assessing and evaluating students' concepts of print – one of the tasks in the Observation Survey of Early Literacy Achievement.
- PEI/Atlantic Provinces Education Foundation (APEF) social studies curriculum work continued. PEI is the lead province in writing the entry to Grade four curriculum guides.
- The health curriculum committee has finished scope, sequence and outcomes.
- New unit/thematic plans are continually being submitted and evaluated before being approved for addition to Building Information Literacy (BIL), the Web-based curriculum support document.
- The information literacy ad hoc committee met four times to establish goals and deal with revisions/additions to BIL.



- The information literacy ad hoc committee is currently looking at ways to link BIL to other official online documents, such as *Journey On*, and adding other Atlantic Provinces Education Foundation (APEF) curriculum outcomes as they become available online.
- Primary teachers attended a mathematics summer institute.
- A mentoring program for primary mathematics teachers was implemented.
- *Math-e-Magic*, a primary mathematics newsletter, was distributed six times throughout the year.
- Year three of the Reading Recovery™ implementation began in September 2000. Eleven teachers started their initial year of training and began work with 18 schools that had not previously had access to Reading Recovery™.

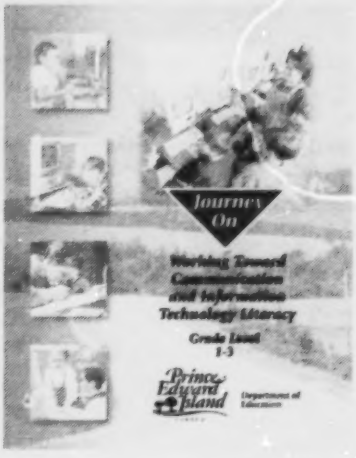
Secondary

- The geometry unit for Grade 7 Atlantic Provinces Education Foundation (APEF) mathematics was completed and piloted.
- Senior high school mathematics curriculum guides were completed for Math 421, 521A and 521B. Curriculum guides are underway for Math 621A and 621B.
- PEI Atlantic Provinces Education Foundation (APEF) intermediate science curriculum was completed.

- Atlantic Provinces Education Foundation (APEF) Grade 10 science and grades 11 and 12 biology, chemistry and physics were revised.
- Internet labs were developed for Grade 11 physics and chemistry.
- In the area of career technology, the curriculum was completed for Information Technology and Communication 401, Accounting 801 and 621. Curriculum was revised for intermediate home economics and industrial arts.
- Curriculum has been developed for new transitions courses: English 431 (Grade 10), Math 431, Science 431 and Canadian Studies 401.
- The senior high English technology integration document was developed and implemented.
- Draft curriculum outcomes have been completed for the grades 7 to 9 health program.
- In social studies, curriculum is under development for History 621B (PEI History), Law 531, Law 521 and Economics 801. Curriculum for *Narratives of Nationhood*, an integration of art and history was completed. The social studies technology integration document is under development.
- Local pilots were supported in native studies, styles in popular music, computer repair, aircraft maintenance, and certificate programs in tourism and agriculture.
- Atlantic Provinces Education Foundation (APEF) documents in technology education and the arts were validated.

Information Technology Integration and Support

- Computer 821 curriculum guide for teachers which identifies outcomes and suggested activities were completed
- Computer 801 curriculum guide for teachers which identifies outcomes and suggested activities were completed.
- Lesson plans for senior high language arts and mathematics outlining activities which satisfy subject outcomes using technology as a tool were developed.



- *Journey On* for grades 4 to 6 and 7 to 9 were completed with development of both the curriculum guide and lesson plans to facilitate the integration of communication and information technology with different subjects.
- *Journey On* lesson plans in HTML were completed to facilitate access to lesson plans by teachers as well as to enable modification of lesson plans as required.
- The field test of the program *Missing* in two schools was conducted. This program deals with Internet safety.

Goal 2: Improve resources to support learning and teaching

Primary/Elementary

- *Supplementary Materials for Guided Reading in Grade One* titles were added as additional materials are needed.
- *Supplementary Materials for Struggling Readers in grades 4 to 6*, additional novels, audiotapes and booster books were added to classroom and professional collections.
- Resources were added to the professional development collection to assist teachers with teaching and assessing reading development of children.
- *Supplementary Materials for Struggling Readers in grades 2 and 3*, additional guided reading titles were added to grades 2 and 3 classrooms.
- Mentoring was made available to grades 1 to 3 teachers of mathematics.
- Mathematics in grades 4 to 6 were piloted.
- In September 2000, every school library received one computer capable of running the new *MicroCat* program with Windows 95.
- The teacher/librarian consultant continued to assist the school library/media consultant in providing collection development/selection support to all school library personnel through correspondence, visitation, in-services and training.

- The department has made the following resources available to school libraries: *Electric Library Canada* (database), *The Bend in the Road* (CD ROM), *Canada Year Book* (CD ROM) *Copyright Matters!* (booklet), *Illegal and Offensive Content on the Internet* (booklet), *Souvenir Booklet & Directory, Saint Dunstan's College* (book), *Learning About Schizophrenia: Rays of Hope* (book) and suggested books to support the new grades 1, 2 and 3 math curriculum.
- The *Selection Online Data Base* neared completion and includes resources from capital grant acquisitions, school recommended resources, recommendations from curriculum consultants and individual cross curricular recommendations.

Secondary

- New resources were provided for pilots in mathematics at grades 9 and 11, and a new authorization was provided in mathematics at grades 8 and 10.
- Field test and pilot materials were provided for science at the Grade 7 and 10 level and Grade 10 transitions.
- In the area of language arts, new language and writing resources were provided to all grades 7 and 8 language arts students and new resources were provided to pilot Grade 11 language arts.
- The senior high English integration document was implemented with the support of the technology mentors.
- Under the transitions initiative, new resources were provided to pilot mathematics 10, science 19, language arts 10, Canadian studies 10, and a field test of Law 531.

TRANSITIONS
Maximizing *Your* Potential!

- New resources software and print provided for Information Technology and Communication 401.
- Resources were provided to the following career and technology courses: Automotive Technology, Child Development, Electronics, Metal Working, Photography, Tourism/Hospitality, Carpentry, Welding, Food Service, Business, Cosmetology and Graphic Arts. The *Super Host* Program was provided to all tourism and hospitality students.
- A tobacco education resource was field tested at the Grade 7 level in 12 schools.
- The arts were supported through initiatives such as the East Coast Music Awards Soundwaves school project, anthology visuals, *Hands First* Millennium project, Confederation Players school tour, PEI Council of the Arts – *Art Celebration*, Levi Cannon Aboriginal touring exhibition, Art in the Schools (Friends of Confederation Centre) and resources for *Narratives of Nationhood* were provided.

Information Technology Integration and Support

- *Electric Library*, an online resource, was purchased for high schools. eLibrary houses numerous full-text periodicals, nine international news wires, classic books, hundreds of maps, thousands of photographs, as well as major works of literature, art and reference.
- *Apple Works* software was purchased for the schools.
- *Paint Shop Pro* software, used in manipulation of images, was acquired for use in the Computer 621 curriculum.
- *Corel License for Learning* was purchased as the software package designed to meet curriculum needs as well as to update existing software.
- *Microsoft Word* was purchased to facilitate the instruction of databases at the high school level.
- *Front Page* software program was acquired to facilitate the instruction of Web page design at the high school level.
- A *Word Perfect* online tutorial was developed to help students with little or no word processing skills.

Goal 3: Improve in-service, as well as other professional development, for educators

Primary/Elementary

In-service was provided in the following pilot areas:

- Mathematics grades 4, 5 and 6
- Music – grades 1, 3 and 5
- PEI/Atlantic Provinces Education Foundation kindergarten curriculum guides and resources in

language arts and math were provided to 15 sites across the Island.

- Two in-services focusing on mathematics and two on language arts were offered for early childhood educators working in pilot sites with the new curriculum.

In-service provided to support new authorizations:

- Mathematics grades 1, 2 and 3

In-service and support provided to maintain current programs in the following areas:

- Observation survey of early literacy achievement for Grade 1
  - One day for teachers of Grade 1.
- Summer institute: observation survey of early literacy achievement
  - Two days of in-service and professional development resources.
- English language arts orientations for new teachers/teachers changing grade levels
  - One day for each of grades 1 to 6.
- English language arts orientation for French immersion teachers
  - One day for grades 4 to 6.
- English language arts information sessions for substitute teachers
  - One day for each school board.
- Observation survey of early literacy achievement for Grade 2
  - One day for teachers of Grade 2.
- English language arts information sessions for kindergarten teachers
  - Three days for early childhood educators on English language arts curriculum.
- All physical education teachers received an in-service on grades 1 to 3 movement education through music.
- All physical education teachers received an in-service on grades 4 to 6 movement education through music.
- All new Grade 6 teachers received an in-service on the sexuality unit of the health program.
- Mentoring was provided in schools to support the visual arts curriculum.
- Curriculum marketplace was provided for all teacher-librarians and library contacts to interact and correspond with consultants from the department in various curriculum areas.
- Mentoring has been ongoing in the area of resource-based learning and cooperative program planning and teaching as well as support for school library automation and selection of resources.
- Support for in-services, staff development and mentoring in the area of information literacy is ongoing through school visitations.
- Two BIL online tutorials were conducted during the reporting year with approximately 20 participants.
- All school library personnel have attended training sessions on the new *Micro Cat* (library automation software program) Windows 95 upgrade. Individual support has also been given where needed through telephone/e-mail contact and school visitation from the teacher/librarian consultant or their school technician.

Secondary

In-service was provided in the following pilot areas:

- Mathematics Grade 9, two new courses in Grade 11 (521A and 521B), and math 431A;
- Science Grade 7 and 8;
- Information Technology and Communications 401 (ITC401) – a new course for all Grade 10 students;
- Senior high school language arts technology integration document;
- Integration of art and history in *Narratives of Nationhood*; and
- Visual literacy in Grade 10 language arts.

In-service provided to support new authorizations:

- Mathematics grades 8 and 10;
- Accounting 621, 801; and
- Language arts grades 7 and 8 (on new language and writing resources) and Grade 10.

In-service and support to maintain current programs in the following areas:

- Career and technology areas of home economics, industrial arts and co-op work;
- Atlantic Provinces Education Foundation (APEF) curriculum in language arts grades 7 to 12);
- Physics Internet lab project;
- Chemistry Internet lab project;
- Intermediate health in the areas of first aid, sexuality and tobacco education;
- Adapted physical education;

- Visual arts, PEI honours band, band days, jazz festival and conductor's symposium; and
- Joint Occupational Health and Safety (JOHS) committees were trained for all schools in the Eastern School District and safety seminars were held for Eastern School Board and several school safety committees.

Information Technology Integration and Support

- The computer 521 curriculum committee (Grade 11) developed modules to modify the course to better meet the needs of students completing the Information Technology 401 course.
- The Computer Course (open) Computer 811 curriculum committee developed modules so that this course would be available to students who had completed the Information Technology and Communication 401 course and who wished to enhance their skills in computer applications.
- The Communication and Information Technology (CIT) integration committee for senior high language arts was asked to identify outcomes which could be achieved using communication and information technology.
- The Communication and Information Technology mentor program permitted the school boards to employ 25 teachers from September 2000 to December 2000 and 35 teachers from February 2001 to June 2001 to provide mentorship support to teachers in the integration and use of communication and information technology in their teaching.
- More than 120 teachers attended and received instruction on a variety of software applications.
- Training was provided to 38 end-user support interns assigned to provide technical support for equipment used by teachers and students.

Professional Development

Beginning Teacher Induction Program

- The Department of Education continued its work, in collaboration with its partners, to support new teachers entering the profession. This program is based on a mentoring model. Focus groups were held in the spring of 2000 to evaluate the current program. Support for the program continues to be very strong and adaptations to the workshops were made for the 2000-2001 school year based on the input received at the focus groups. There were 45 new teachers in the program during the reporting period.

Leadership Development Programs

- This fiscal year marked the second year of the Workforce Renewal Plan to help develop future leaders. The *New Principal Induction* Program was offered for six new principals and their mentors. Thirty-eight educators participated in a six-day Leadership Seminar series. Forty-two educators attended a four-day module entitled *The School-based Administrator: Working with People* which is now offered by local facilitators. All three programs were reported as being highly valuable to participants.

Summer Institutes

- Financial support was provided for teachers and teacher leaders to attend selected leadership development programs in the Maritimes. Three educators attended the New Brunswick Principals' Academy; 12 educators attended the Developing Successful Schools Institute in New Brunswick; three educators attended a leadership module in Nova Scotia, and 10 educators attended a peaceful schools institute at UPEI.

Goal 4: Increase employee satisfaction

- In January 2000, all employees of the division moved into a renovated office facility (Aubin Arsenault Building) in Charlottetown.
- Regular joint staff meetings were held for staff in English Programs Division, French Programs Division and Student Services Division.
- A staff handbook was developed for employees housed in the Aubin Arsenault Building.

Goal 5: Improve working relationships with all internal and external partners

Primary/Elementary

- Atlantic Provinces Education Foundation Document for Technology Education was validated with all partners including the Atlantic Provinces Education Foundation (APEF).
- Eastern School District, Western School Board, University of Prince Edward Island, Holland College and Technology PEI.

- Input on the arts foundation document was received from Eastern School District, Western School Board, University of Prince Edward Island, Holland College, Confederation Centre, Craft Council, PEI Arts Council, Jubilee theatre, College of Piping, Dance Academy and many other arts organizations.
- Meetings were held with principals to discuss the math initiatives outcomes.
- The school library personnel directory was completed in October and sent to all schools, school boards/districts and various departments.
- The school library handbook was updated, revised, edited and translated.
- A curriculum information day was held with Eastern School District and Western School Board principals.
- A Reading Recovery™ information day was held with Eastern School District and Western School Board principals.
- The teacher/librarian consultant continued to attend all support group meetings for school library personnel in both the Eastern School District and the Western School Board and as well as local, provincial, regional and national meetings concerning school libraries, information literacy or resource-based learning and continue to advocate for these initiatives on PEI.
- A joint agreement with the Department of Fisheries, Aquaculture and Environment and the Canadian Wildlife Federation was signed in order to have *Project Wild* as a resource in our schools.
- A copy of *Working Together in Mathematics Education*, an information booklet for parents, was made available for all students in the primary grades.
- Curriculum committees in all subject areas continued to meet.

Secondary

- The Atlantic Provinces Education Foundation document for technology education was validated with all partners including the Eastern School District, Western School Board, University of Prince Edward Island, Holland College and Technology PEI.
- Input on the Arts Foundation Document was received from Eastern School District, Western School Board, University of Prince Edward Island, Holland College, Confederation Centre, Craft Council, PEI Arts Council, Jubilee theatre, College of Piping, Dance Academy and many other arts organizations.
- Joint meetings were held with Eastern School District principals to discuss the math initiatives.
- The secondary language arts consultant established school contacts in every school with grades 7 to 12.
- Department of Education is represented on the consortium for the Student Achievement Indicators Project (SAIP).
- Monthly meetings were held with transitions department heads. A joint meeting was held with high school principals and transitions department heads in order to maintain a working relationship with *Accelerated Secondary Apprenticeship* Program (ASAP).
- Representatives of the Department of Education met with University of Prince Edward Island officials to provide information on new mathematics and computer studies courses.
- A meeting was held to establish a relationship with the Holland College program unit coordinators to discuss curriculum.
- Partnerships will be established to support the Adult Learning Institute to revise their curriculum to reflect the changes in new high school courses.
- In the career technology studies area, advisory meetings were held on the *Real Game* and *Blueprint for Life Work*. Staff met with the PEI Home Economics Association and PEI Hairdressers Association.
- The Department of Education has taken an active role in the organization of the national round table for active schools to be held in Charlottetown in September 2001. It has also taken a pro-active role in the organization of the Canadian Coalition for Active Living.
- An interactive Web site has been created for the PEI School Athletic Association through the *GrassRoots* project Three schools received a total of $5,600 in grant money. High school principals received a workshop on the philosophy and goals of the PEI School Athletic Association.
- A province-wide program in hazardous waste materials disposal from schools was implemented, including conducting safety audits of school labs. Partnerships were established with Department of Health and Social Services (racoon rabies) and Department of Fisheries, Aquaculture and Environment (Mercury cleanup). Workplace Hazardous Materials

Information System (WHMIS) training was provided to custodians in the Western School Board.

- Communication is maintained with Occupational Health and Safety and Workers' Compensation Board and all partners in education.
- *Narratives of Nationhood*, a resource to integrate art with history, was developed in partnership with the Confederation Centre of the Arts.

Information Technology Integration and Support

- Participation in and sponsorship of Information Technology Week included development of an activity booklet providing teachers with suggestions on activities that could be undertaken by students. Teachers who participated were asked to register what had been done with their classes to be eligible for provincial prizes. A total of 66 entries were received from 21 schools. The Information Technology Expo provided a forum for 65 students to display 29 innovative IT projects. Information technology training sessions on a variety of software applications were provided for seniors and the general public as part of IT Week activities.
- The *GrassRoots* Project allocates funds for schools who participate in the development of online resources. Schools may receive amounts $300 to $5,500 depending upon the complexity of the project. During the fiscal year 2000-2001, 196 Web-based projects were approved for a total of $88,000.
- The Department of Education, in partnership with Industry Canada, the Youth Employment initiative and the school boards, hired 13 individuals to work in support of teachers and students in the development of online resources.
- The ad hoc committee for computer configuration was convened to provide recommendations to schools.

Professional Development

- **The Educational Leadership Seminar**

  The Educational Leadership Seminar was held in the fall of 2000. The theme of the fall seminar was *Collaborative Leadership for PEI schools.* Approximately 110 people representing the Department of Education, the three school boards, trustees, the Faculty of Education, the University of Prince Edward Island, school-based administrators and the PEI Teachers' Federation executive attended.

- **Provincial Professional Development Committee**

  The mandate of the provincial professional development committee has expanded over the last three years. This committee now serves in an advisory capacity to the Department of Education concerning professional development initiatives offered provincially. The committee has representation from the three school boards, the PEI Teachers' Federation, the Faculty of Education at the University of Prince Edward Island, administrators and teachers.

- **School-based staff development**

  The Department of Education continues to support school-based staff development initiatives through the Staff Development Assistance Fund ($30,000). In addition, a workshop is offered each year for the professional development chair plus one other committee member from each school. This initiative is cost-shared with the boards and offered in collaboration with the PEI Teachers' Federation. The workshop is held in April of each year. A summary of school-based initiatives is compiled and redistributed to each school to assist them in their planning and to encourage collaboration among schools.

Education Minister Jeffrey E. Lantz joined Grade 2 students and parents at Montague Consolidated school in October 2000 for the official launch of Born to Read and Share Online.

Division Goals

Goal 1 – *Improve curriculum, programs and services for students*

Goal 2 – *Improve resources to support learning and teaching*

Goal 3 – *Improve in-service, as well as other professional development, for educators*

Goal 4 – *Increase employee satisfaction*

Goal 5 – *Improve working relationships with all internal and external partners*

Goal 6 – *Improve accountability*

The achievements of the French Programs Division are reported below under the following sections: primary/elementary and secondary.

Goal 1: Improve Curriculum, Programs and Services for Students

Primary/Elementary

- Completed implementation of the new elementary core French program for 1999-2000 at the Grade 6 level. Forty Grade 6 core French teachers attended four in-service days for the new resource, *Acti-Vie.* Thirty-three teachers responded to a program implementation evaluation at the end of the year and indicated their satisfaction on a scale of 1 (low) to 5 (high).

	Level of Satisfaction	No. of Teachers Responding	Level of Satisfaction	No. of Teachers Responding	Subtotal	Total
Program of studies	4	(23)	5	(9)	32	33
Themes	4	(22)	5	(4)	26	33
Recommended methodology	4	(18)	5	(13)	31	33
Acti-Vie materials	4	(12)	5	(18)	30	33
Support offered by Department of Education	4	(8)	5	(23)	31	33

- Conducted pilot programs in French immersion language arts in grades 2-3.
- Began second phase of pilot project in social studies for all French first language and French immersion teachers in grades 4-6.
- Conducted a workshop for all elementary immersion teachers to present draft copies of new program of studies for each grade level and provide input and discussion.
- Developed a new program of studies in social studies and French immersion language arts. Island teachers collaborated to select and revise specific outcomes.
- A kindergarten curriculum consultant was hired for the division. Language arts and math curriculum is being developed for French first language and immersion kindergartens.
- The theme of the 2001 French Week, celebrated March 10 to 16, 2001, was *Toute le diversité du monde...en français bien sûr!* Many activities were held in schools across the Island for all three French programs.

Secondary

- Piloted grades 7 to 9 personal wellness resource, *Wise Decisions*, which relates to smoking and other social issues
- Piloted grades 7 to 9 modules in Robotics for career and technology studies
- Piloted grade 9 mathematics
- Implemented French language arts program including testing resources for grades 7 and 8 French first language
- Piloted Grade 10 science
- Piloted Grade 11 applied mathematics
- Piloted Grade 12 pre-calculus
- Piloted grades 11 and 12 modules in communications for career and technology studies
- The theme of the 2001 French Week, celebrated March 10-16, 2001, was *Toute le deiversité du momde...en français bien sûr!* During this time period, many activities were held in schools across the Island for all three French programs.

Goal 2: Improve resources to support learning and teaching

- The division worked with school libraries to improve a selection of French books in schools. A project for the purchase of library resources began. The Department of Education matches funding provided by the school for library resources. French books valued at $45,000 were delivered to schools.
- A new workbook, *De la lettre au son*, was designed by Grade 1 French immersion teachers to improve phonemic awareness in class. This resource was also piloted during the year.
- New resources were piloted in grades 2 and 3 in four French immersion classes.
- New literacy materials were purchased for grades 1 and 2.
- New student dictionaries were purchased for all elementary French immersion classrooms.
- The document *Journey On* (Working Toward Communication and Information Technology and Information Technology Literacy) *Un voyage* were adopted for grades 1 to 3. Lesson plans (*Plan de leçons*) were prepared and implemented with the assistance of teachers and consultants.
- The first draft of U*n voyage* for grades 4 to 6 was presented to schools for evaluation and lesson plans were prepared.
- The division participated in *Le Semaine des technologies de l'information 2000* (IT Week).

Goal 3: Improve in-service, as well as other professional development, for educators

- The division has worked closely with *La Commission scolaire de langue française* to offer workshops in literacy for teachers from kindergarten to Grade 3.
- Grades 1 to 6 French First language teachers participated in a workshop on the use of literature in the classroom.
- The division prepared a three-day summer institute for teachers on how to improve the involvement of students in their own learning. Mornings were devoted to classroom strategies (classroom management, self-evaluation, motivation, etc.)

- Afternoons were devoted to a series of workshops led by teachers, consultants and guest speakers. Some of the topics covered during the 12 sessions included: class councils, evaluation, literary circles, multiple intelligence, cooperative learning, the role of music in learning, and homework and technology. The evaluation, completed by the 40 participants, indicated positive feedback. There was a good representation from teachers in the three French programs: core French, immersion and French first language.
- Two Island teachers were among 70 Canadians selected to attend the National Forum on Parliamentary Democracy in Ottawa.
- In response to various in-service needs, the division created *Le Réseau*. This is an optional mentorship program network for teachers who may be new to the profession, new to the province or new to the subject they will teach. The purpose of the *Le Réseau* is to help teachers with their new responsibilities.

Goal 4: Increase employee satisfaction

- In January 2000, all employees of the division moved into renovated office facilities, the Aubin Arsenault Building in Charlottetown.
- Regular joint staff meetings were held.
- A facilities committee was established for employees housed in the Aubin Arsenault building.
- A staff handbook was developed for employees housed in the Aubin Arsenault Building.

Goal 5: Improve working relationships with all internal and external partners

- The division assisted in restructuring the PEI Immersion Teachers' Association by encouraging communication between the department and the association. This resulted in a new executive of four members (three teachers plus one representative from the department), 31 members and a successful professional development day in November with 26 participants.
- The annual meeting of all immersion school principals was held.
- The division participated in APEF committee for the development of a literacy assessment kit for immersion teachers in kindergarten to Grade 3.
- Discussions were held with *Musée Acadien* for the development of historical teaching resources for elementary students.
- The division participated in the *Forum on History* held at the *Musée Acadien* in the fall of 2000.
- The division supported a Parks Canada initiative to improve the educational aspects of Port La Joye historical site.
- The division supported a Canadian Parents for French project to have high school students read and review literature by providing books and assessment tools.
- A survey was conducted for the second annual *Canadian Parents for French State of Second Language in Canada* report.
- Three-year agreements were signed with Canadian Heritage to support and improve French first and second language learning in the province. Significant dollars are being invested over the next three years. One direct effect was the establishment of two French first language pilot projects, one in West Prince and one in Rustico.

Premier Pat Binns joined Jeanne and Valerie Arsenault, daughters of the late Aubin Arsenault, at the official opening of the Aubin Arsenault Building on 3 Brighton Road in Charlottetown in March 2000. Mr. Arsenault was the first Acadian Premier of Prince Edward Island (1917-19). Department of Education offices for English and French Programs and Student Services are located in the renovated building, a former nurses' residence.

Division des programmes en français

Objectifs de la Division

Objectif 1 – *Améliorer les programmes d'études et autres programmes ainsi que les services destinés aux étudiants*

Objectif 2 – *Améliorer les ressources à l'appui de l'apprentissage et de l'enseignement*

Objectif 3 – *Améliorer le perfectionnement des enseignants*

Objectif 4 – *Accroître la satisfaction des employés*

Objectif 5 – *Améliorer les relations de travail avec tous les partenaires internes et extérieurs*

Objectif 6 – *Améliorer la reddition de compte*

Les réalisations de la Division des programmes en français sont énumérées ci-dessous sous les rubriques suivantes : Primaire/élémentaire et Secondaire.

Objectif 1 : Améliorer les programmes d'études et autres programmes ainsi que les services aux étudiants

Primaire/élémentaire

La division a :

- terminé la mise en oeuvre au niveau de la 6e année du nouveau programme de français de base à l'élémentaire pour 1999-2000. Quarante enseignants de 6e année, français de base, ont participé à quatre jours de formation sur le nouveau matériel pédagogique, *Acti-Vie*. À la fin de l'année, 33 enseignants ont répondu à l'évaluation sur la mise en oeuvre du programme en indiquant leur niveau de satisfaction sur une échelle de 1 (faible) à 5 (élevé) :

	Niveau de satisfaction	Nombre de répondants	Niveau de satisfaction	Nombre de répondants	Total partiel	Total
Programme d'études	4	(23)	5	(9)	32	33
Thèmes	4	(22)	5	(4)	26	33
Méthodologie recommandée	4	(18)	5	(13)	31	33
Matériel d'*Acti-Vie*	4	(12)	5	(18)	30	33
Soutien offert par le ministère de l'Éducation	4	(8)	5	(23)	31	33

- mené en 2e et 3e année des programmes pilotes d'arts du langage en immersion française;
- amorcé la deuxième phase du projet pilote en sciences humaines pour tous les enseignants de la 4e à la 6e année de français, langue maternelle, et d'immersion française;
- tenu un atelier pour tous les enseignants de l'élémentaire en immersion française pour leur présenter l'ébauche du nouveau programme d'études pour chaque niveau, leur fournir des renseignements sur le nouveau programme et en discuter;
- élaboré un nouveau programme de sciences humaines et d'arts du langage en immersion française. Les enseignants de l'Île ont participé à la sélection et à la révision des résultats spécifiques;
- a embauché un expert-conseil en programmes de maternelle. Un programme d'arts du langage et de mathématiques sont en voie d'élaboration pour les maternelles de français, langue maternelle et d'immersion française;
- a organisé de nombreuses activités dans les écoles d'un bout à l'autre de l'Île pour les trois programmes de français dans le cadre de la Semaine du français 2001, qui s'est tenue du 10 au 16 mars. Le thème de la semaine était *Toute la diversité du monde... en français bien sûr!*

Secondaire

La division a :

- mis à l'essai le matériel pédagogique de *Wise Decisions*, programme de bien-être personnel destiné aux élèves de la 7e à la 9e année, qui porte sur le tabagisme et d'autres questions;
- mis à l'essai en 7e et 9e année les modules portant sur la robotique du programme sur les carrières et la technologie;
- mis à l'essai les mathématiques de 9e année;
- mis en oeuvre le programme français d'arts du langage, y compris les ressources d'évaluation du français, langue maternelle, au niveau de la 7e et de la 8e année;
- mis à l'essai les sciences de 10e année;
- mis à l'essai les mathématiques appliquées de 11e année;
- mis à l'essai les mathématiques préparatoires au calcul infinitésimal de 12e année;
- mis à l'essai en 11e et 12e année les modules portant sur les communications du programme d'études sur les carrières et la technologie;
- a organisé de nombreuses activités dans les écoles d'un bout à l'autre de l'Île pour les trois programmes de français dans le cadre de la Semaine de la francophonie 2001, qui s'est tenue du 10 au 16 mars. Le thème de la semaine était *Toute le diversité du monde... en français bien sûr!*

Objectif 2 : Améliorer les ressources à l'appui de l'apprentissage et de l'enseignement

- La division a travaillé avec les bibliothèques scolaires à l'amélioration de la collection de livres français dans les écoles. Un projet visant l'acquisition de ressources documentaires a été amorcé. Le ministère de l'Éducation verse une somme égale à celle de l'école pour l'achat de ressources pour la bibliothèque. Des livres français d'une valeur de 45 000 $ ont été livrés aux écoles.
- Un nouveau cahier d'exercices, *De la lettre au son*, a été élaboré par les enseignants de la 1re année d'immersion française dans le but d'améliorer la connaissance phonémique en classe. Cette ressource a également été mise à l'essai pendant l'année.
- De nouvelles ressources ont été mise à l'essai dans quatre classes d'immersion française de 2e et de 3e année.
- De nouveaux matériels de littératie de 1re et de 2e année ont été achetés.
- De nouveaux dictionnaires pour les élèves ont été achetés pour toutes les classes élémentaires d'immersion française.
- Le document *Un voyage* a été adopté au niveau de la 1re à la 3e année. Les plans de leçons ont été préparés et mis en application avec l'aide des enseignants et des consultants.
- La première ébauche d'*Un voyage* pour le niveau de la 4e à la 6e année a été présentée aux écoles aux fins d'évaluation; des plans de leçons ont été préparés.
- La division a participé à la Semaine des technologies de l'information 2000.

Objectif 3 : Améliorer le perfectionnement des enseignants

- La division a travaillé en étroitement collaboration avec la Commission scolaire de langue française à l'organisation d'ateliers de

littératie pour les enseignants de la maternelle à la 3e année.

- Les enseignants de la 1re à la 6e année de français, langue maternelle, ont participé à un atelier sur l'emploi des ouvrages littéraires dans la salle de classe.
- La division a organisé à l'intention des enseignants un atelier d'été de trois jours qui portait sur la manière d'améliorer la participation des élèves dans leur apprentissage. Les matins étaient consacrés à des stratégies de classe (gestion de classe, auto-évaluation, motivation, etc.).
- Les après-midi ont été consacrés à une série d'ateliers animés par des enseignants, des consultants et des conférenciers extérieurs. Les thèmes des 12 sessions comprenaient, entre autres, les conseils de classe, l'évaluation, les cercles littéraires, les intelligences multiples, l'apprentissage coopératif, le rôle de la musique dans l'apprentissage, les devoirs et la technologie. L'évaluation faite par les 40 participants a été positive. Il y a eu une bonne représentation des enseignants des trois programmes de français : français de base, immersion française et français, langue maternelle.
- Deux enseignants de l'Île se trouvaient parmi les 70 Canadiens choisis pour participer au Forum des enseignants et des enseignantes sur la démocratie parlementaire canadienne, à Ottawa.
- Pour répondre à différents besoins internes, la division a créé le Réseau, un programme de mentorat facultatif destiné aux nouveaux venus dans la profession et dans la province ou encore à ceux qui enseignent une matière pour la première fois. L'objectif du Réseau est d'aider les enseignants qui ont de nouvelles responsabilités.

Objectif 4 : Accroître la satisfaction des employés

- En janvier 2000, tous les employés de la division ont emménagé dans l'immeuble Aubin Arsenault nouvellement rénové, à Charlottetown.
- Des réunions de tout le personnel ont été tenues régulièrement.
- Un comité d'établissement a été créé pour les employés qui travaillent dans l'immeuble Aubin Arsenault.
- Un guide à l'intention du personnel logé dans l'immeuble Aubin Arsenault a été rédigé.

Objectif 5 : Améliorer les relations de travail avec tous les partenaires internes et extérieurs

- La division a participé à la réorganisation de l'Association des professeurs d'immersion de l'Île-du-Prince-Édouard en favorisant les communications entre le ministère et l'association. Cette réorganisation a donné lieu à la création d'un nouveau bureau de direction composé de quatre membres (trois enseignants et un représentant du ministère), à l'adhésion de 31 membres et à la tenue d'une journée de perfectionnement professionnel en novembre qui eut un grand succès et réunit 26 participants.
- Tenue de l'assemblée annuelle des directeurs d'écoles d'immersion.
- La division a participé au comité de la Fondation d'éducation des provinces atlantiques qui s'occupe de monter une trousse d'évaluation de la littératie destinée aux enseignants de maternelle à 3e année en immersion.
- Des discussions se sont tenues avec le Musée acadien en ce qui concerne l'élaboration de ressources pédagogiques en histoire pour les élèves de l'élémentaire.

Le premier ministre Pat Binns s'est joint à Jeanne et Valerie Arsenault, filles de feu Aubin Arsenault lors de l'ouverture officielle de l'immeuble Aubin Arsenault, 3, chemin Brighton à Charlottetown au mois de mars 2000. Monsieur Arsenault fut le premier Acadien à occuper le poste de premier ministre de l'Île-du-Prince-Édouard (1917 - 1919). L'immeuble rénové, soit une ancienne résidence pour infirmières, abrite les bureaux des divisions des programmes en français et en anglais du ministère de l'Éducation.

- La division a participé au Forum sur l'histoire et le patrimoine acadien tenu au Musée acadien à l'automne 2000.
- La division a accordé son soutien à l'initiative de Parcs Canada visant à améliorer les volets éducatifs du lieu historique de Port-la-Joye.
- La division a fourni les livres et le matériel d'évaluation à l'appui d'un projet de Canadian Parents for French qui a pour but de demander à des élèves du secondaire de lire des livres et d'en faire rapport.
- Un sondage a été effectué aux fins du deuxième rapport annuel de Canadian Parents for French qui porte sur l'état du français, langue seconde au Canada (*Canadian Parents for French State of Second Language in Canada*).
- Des ententes de trois ans ont été signées avec Patrimoine Canadien dans le but d'améliorer l'apprentissage du français, langue maternelle et langue seconde, dans la province. Un montant assez important d'argent sera investi au cours des trois prochaines années. La mise sur pied dans Prince-Ouest et à Rustico de deux projets pilotes de français, langue maternelle, est une retombée directe de ces ententes.

Student Services Division

Division Goals

Goal 1 – *Improve accessibility to programs and services*

Goal 2 – *Improve inclusionary practices*

Goal 3 – *Improve programs and services for students*

Goal 4 – *Improve resources to support learning and teaching*

Goal 5 – *Improve in-service, as well as other professional development, for educators*

Goal 6 – *Increase employee satisfaction*

Goal 7 – *Improve working relationships with all internal and external partners*

Goal 8 – *Improve accountability*

The Student Services division has four work units as follows:

- ***Youth Services work unit which includes:***
  - ***Youth Services***
  - ***Youth Leadership***
  - ***Guidance***
  - ***Provincial Adolescent School***
- ***Special Education work unit which includes:***
  - ***Special Education/Autism***
  - ***Special Education/French***
  - ***Student Services/Diversity Education***
  - ***Special Education/Assistive Technology***
- ***Hearing Education Auditory Resources***
- ***Services for the Blind or Visually Impaired***

All activities are reported by work unit as linked to divisional goals.

Goal 1: Accessibility to programs and services

Youth Services

- Work was undertaken with the Eastern School District, the Western School Board and *La Commission scolaire de langue française* to deliver labour market information to 12 senior high schools through the provision of labour market outreach workers. More than 10,000 students had access this service. Alternative education sites and adolescent schools also participated in this project.
- Approximately 1,200 grades 9 and 10 students participated in Take Our Kids to Work Day in November 2000. This represented an increase of approximately 300 students, with three additional schools participating.
- A new funding formula was developed for the safe graduation grant. This formula ensures an equitable allocation of dollars based on the school population size. This fiscal year, all senior high schools received a grant.
- A school counselors handbook was distributed to each school counselor. This handbook listed contact information, a description of roles and responsibilities to use as a guide and a list of resources used at each school which were available at resource centres.
- The Provincial Adolescent School teaching staff developed a standard referral form for non-provincial group home students. The school serves in the range of 20 to 25 students throughout the school year with a maximum class size of 14.

Grade 9 student Andy Jones, of Bloomfield, won the 20/20 vision contest and became Minister of Education on National Take Our Kids to Work Day in November.

Special Education

- Seventy-three students who were absent from school for a prolonged period of time due to physical or emotional illness, accident or pregnancy received tutoring of up to five hours per week. Students were tutored for a total of 2,408 hours.
- Thirty-four children who are newcomers to Canada and PEI received 1,258.25 hours of English as a second language (ESL) tutoring. Island teachers who had ESL students in their classes, and ESL tutors, received resources, materials and support/guidance from the student services consultant.
- Assistive technology and adaptive devices were provided through a collaborative process of advocacy, assessment and coordination. This flexible approach is to support access to curriculum and social interaction for special needs students. Results achieved were as follows:
  - On-going technical support was provided for assistive devices and software already in use within our system. A tendering process for supplier procurement was initiated where required.
  - A survey of computer resources in schools to connect these devices and install software was completed.
  - Assistive devices to support these students were researched.
  - A tendering process for supplier procurement was initiated where required.
  - Assistive equipment and software were purchased.
  - Devices were submitted for technical evaluation for our network system.
  - Training was provided to special education/classroom teachers, teacher assistants, parents and students in the use of these assistive devices and software (19 schools).

Services for the Blind or Visually Impaired

- The Atlantic Provinces Special Education Association (APSEA) staff employed in the PEI Department of Education communicated with all preschools, licensed day cares and public health nursing offices. The services available for children who are blind or visually impaired and the process for referral of children were outlined.
- The Atlantic Provinces Special Education Association (APSEA) staff on PEI served 51 students who are blind or visually impaired, ranging in age from under one year to 21 years

of age. This included 36 children who were *school age and 15 pre-schoolers.* APSEA maintained a PEI staff of 4.55 itinerant personnel, a 0.3 pre-school specialist, a 0.3 orientation and mobility specialist, a 0.2 transition facilitator and a 0.6 provincial supervisor.

Hearing Education Auditory Resources

- Staff of the Hearing Education Auditory Resources (HEAR) unit worked with several parents of children who are deaf or hard of hearing to support the development of the speech, language and auditory skills of the individual child. This parent/professional teamwork, with the focus on the child's development, facilitated beneficial sharing of information.

Goal 2: Inclusionary practices

Youth Services

- A workshop/forum was held for 10 special education teachers on *Meeting the Challenge.* The workshop identified barriers and solutions to transitional services for students with intellectual disabilities.
- A *Transition Working Group* was formed to discuss transitions issues and, subsequently, to make recommendations to government.

Special Education

- Special education teachers and resource teachers, in addition to classroom teachers, participated in a literacy workshop designed to highlight strategies to reach different levels of readers or readers with different ranges of abilities within the same class.

Services for the Blind or Visually Impaired

- Availability of braille material was greatly improved as a result of acquisition of a new braille system. This system permits print material to be quickly scanned and transcribed into braille.

Hearing Education Auditory Resources

- Personal amplification systems were provided, and two sign language interpreters worked with children who requested auditory or visual communication support.

Goal 3: Improve programs and services for students

Youth Services

- A working group was established to address transitional needs of adults with intellectual disabilities.
- Anger Management Program and Life Skills programs were implemented at the Provincial Adolescent School.
- Several training sessions, rallies, workshops and conferences were conducted regarding the following:

Allied Youth (AY)

- Youth Board Leadership Training
- Past Executive Leadership Training
- Advisor Training
- Four Regional Rallies – Fall
- Four Regional Rallies – Winter
- Provincial Junior Kick-off Rally
- Provincial Senior Kick-off Rally
- 69th Annual International AY Conference (five days)
- 41st Annual Provincial AY Conference (three days)

Peer Education

- Three training sessions (two days) were held across the province.
- Two hundred and seventy high school students delivered programs on alcohol, marijuana, tobacco and decision-making to approximately 2,100 Grade 7 students.

Student Council

- Approximately 60 students attended a two-day provincial Student Council Leadership Training session conducted for student executives and staff advisors.
- Nine PEI representatives (three adults and six students) participated in the 16th annual Canadian Student Leadership Conference in Winnipeg, Manitoba.

Duke of Edinburgh Awards

- Twenty Island youth received the *Duke of Edinburgh* award at the annual ceremony held at Government House.

School Tobacco Reduction Clubs

- Training workshops were held to prepare the school leaders and staff advisors of 12 senior high schools for the School Tobacco Reduction Clubs.

Special Education

- Interdepartmental work began on the development of a provincial autism strategy.

Services for the Blind or Visually Impaired

- The Atlantic Provinces Special Education Association (APSEA) developed new short-term placements to better meet the dual curricular needs of students who are blind or visually impaired. These included a series of one-week placements at different age levels for social skill development and parent-coaching programs.

Hearing Education Auditory Resources

- Hearing Education Auditory Resources (HEAR) continued to look for methods to support teachers in recognizing the potential of each child, assessing performance, providing strategies that fit a child's best learning style and developing plans that provide challenge and opportunity for success.

Goal 4: Improve resources to support learning and teaching

Youth Services

- A three-year contract was signed with *Bridges.com* to pilot *Career Futures* at five intermediate schools in the province.
- New resources for career planning and labour market information were received and evaluated.
- The Provincial Adolescent School received new audio visual equipment.

Special Education

- A special education program of studies was produced.

Services for the Blind or Visually Impaired

- Atlantic Provinces Special Education Association (APSEA) provided an array of high-tech devices to Island children who are blind or visually impaired. These devices range from computers with large print and/or speech to highly specialized braille devices.

Hearing Education Auditory Resources

- Public presentations were made to increase awareness of amplification resources utilized in support of classroom teaching for children with hearing impairment.

Goal 5: Improve in-service, as well as other professional development, for educators

Youth Services

- In-service on the use of the *CHOICES Career Software* was provided to senior high school counsellors.
- Training on four levels of the *Real Game* was provided to five shcools in the province (one teacher per school).
- Training on teaching through *Creative Arts* was provided to three alternative education teachers.
- Ten special education teachers attended a workshop on *Meeting the Challenge*. The workshop identified barriers and solutions to transitional services for adults with intellectual disabilities.
- Information sessions were held with senior high school counsellors and Student Services personnel from the University of Prince Edward Island and Holland College.
- The following workshops were held during the reporting period:
  - National Canadian Counselling Association Conference 2000,
  - Role of the Counsellor in PEI schools,
  - A Model of Forgiveness: The experience of clients who choose to forgive,
  - Addressing behavioral issues in the classroom, and
  - Assessing risk of suicide.
  - The University of Prince Edward Island responded to a request from the Department of Education and offered two courses in assessment: a general course on academic assessment for resource/special education teachers, and a second level course on psycho educational assessment for those who held a Masters' level education. University of Prince Edward Island also responded to a request to offer a Masters level course in Educational Leadership with a focus on counseling. This program, with an enrolment of 23, was offered over a four-year period. It is anticipated that these offerings

will assist in alleviating an anticipated shortage of counselors.

Special Education

- Special education/resource teachers working in French first language and in French immersion were offered four in-service days during the reporting period April 2000 to March 2001 as follows:
  - Two days on the topic of the continuum of reading and the provision of books for children at their level of reading ability (Margaret Gillespie-de-Goyer)
  - Two days on the topic of literacy (Jocelyne Giasson)

Services for the Blind or Visually Impaired

- The Atlantic Provinces Special Education Association (APSEA) conducted a professional development day for teachers and teacher assistants who will be working with a student or students who are blind or visually impaired. Substitute funding for this workshop was provided by the Student Services Division.
- The Atlantic Provinces Special Education Association (APSEA) PEI supervisor gave a presentation at the Canadian Vision Teachers' Conference (UBC-Vancouver) on developing leadership skills in students who are blind or visually impaired and assisted in a workshop on the use of low vision aids for APSEA staff.

Hearing Education Auditory Resources

- Two, one-day, in-service opportunities were held for classroom teachers, school board consultants and teacher assistants who work with children who are deaf or hard of hearing.

Goal 6: Increase employee satisfaction

- Staff participated in the Employee Satisfaction Survey.
- Performance Development Plans were undertaken with staff. During this process, staff indicated positive feelings stemming from active participation and planning as a team.
- Participation in the department's professional development activities and the division staff meetings enabled Hearing Education Auditory Resources (HEAR) staff and the staff at the Provincial Adolescent School to network with consultants and use their knowledge for mentoring and team planning.

Goal 7: Improve working relationships with internal and external partners

Youth Services

- Protocols were established within the province/country to provide guidance to sector councils and other organizations in the exchange and the distribution of career and labour market information.
- Eleven presentations were made to standing committees and curriculum committees about the projects/programs currently available through the Student Services Division.
- Professional development was offered in two of the three priority areas identified in consultation with the school boards.
- A *Career Working Group* was established within the department to discuss the dissemination of career information to the education system.
- Meetings were held with counsellors from the University of Prince Edward Island and Holland College to exchange information on new programs and services.
- A representative from the Youth Services unit represented the department on the Healthy Child Development Advisory Committee. The Healthy Child Development Strategy was completed and released to the public in November 2000.
- Consultations and communications were held regularly with the following government agencies, community organizations and business about issues, programs and services which affect students in the school system: Office of the Attorney General, Department of Development and Technology, Department of Health and Social Services, Department of Community and Cultural Affairs, the five regional health authorities, Human Resources Development Canada (HRDC), the Learning Partnership, the National Life/Work Centre, Canada Career Information Partnership, Canada Career Consortium, PEI Association for Community Living and the East Prince Youth Development Centre.
- Initiatives required for the provision of a safe and caring learning environment have been supported by committee work with several organizations: the Premier's Action Committee on Family Violence Prevention, the Bully

Prevention Committee, Peaceful Schools and Educational Practices on the UN Convention on the Rights of the Child.

Special Education

- The Aboriginal Education Committee met regularly to discuss strategies to assist aboriginal students in PEI achieve their potential. The committee has representation from the Lennox Island First Nation, the Abegweit First Nation, the PEI Native Council, the Mi'kmaq Family Resource Centre, the Department of Education, the PEI Teachers' Federation, the Royal Canadian Mounted Police (RCMP) and Island schools.
- Native Studies 801, the first Island course focusing on the perspectives, experiences and contributions of the Mi'Kmaq people in the Maritimes and in Prince Edward Island, in particular, was launched at Westisle Composite High School.
- A part-time researcher was employed to organize and facilitate focus groups for a project entitled *Success in School for Aboriginal Students.* The recommendations resulting from this project will guide activities designed to make schools more aware of the needs of aboriginal students.
- The Diversity Education Standing Committee received a Partners in Employment Equity grant from the federal department of Canadian Heritage. The resulting project was a report on employment equity in PEI schools.
- In conjunction with the RCMP Awards and Harmony Dinner, students participated in an Island-wide contest. Twenty-five winners were chosen from approximately 480 submissions. This work will be included in a handbook along with lesson plans, activities and profiles of *Champions of Diversity.*

Hearing Education Auditory Resources

- In-service and periodic conferences with classroom teachers improved understanding of individual students with hearing loss.
- The Hearing Education Auditory Resources (HEAR) supervisor participated in the Provincial Working Group for Universal Infant Hearing Screening, the Healthy Child Development Strategy planning workshop and the Interprovincial Committee for the Cochlear Implant Centre in Halifax.

Administration and Corporate Services Branch

Branch Goals

Goal 1 – *Improve the utilization of technology*

Goal 2 – *Improve the quality of services to internal and external clients*

Goal 3 – *Improve the availability and quality of technical services*

Goal 4 – *Improve the quality of the department policy development process*

Goal 5 – *Improve the quality of leadership, information and advice to the department on strategic planning*

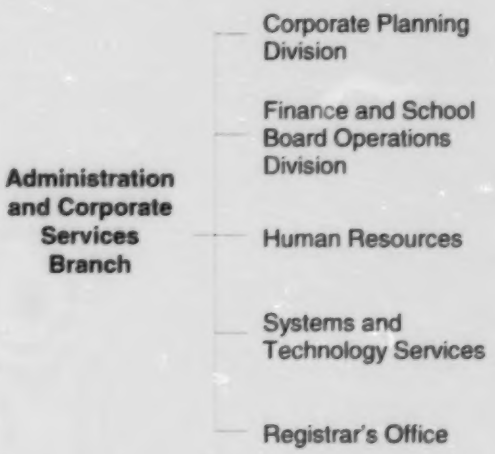
Goal 6 – *Increase employee satisfaction*

Goal 7 – *Improve internal communication in Administration and Corporate Services*

Goal 8 – *Improve the identification of, and the department's participation in, innovative projects and partnerships*

Goal 9 – *Improve accountability*

Organization Chart



The Administration and Corporate Services Branch provides quality services to internal and external clients in support of the mandate of the Department of Education. These services are delivered through the Corporate Planning Division, the Finance and School Board Operations Division, the Human Resources section, the Systems and Technology Services section, and the Registrar's Office.

Technology

- Improving the utilization of technology is essential in the support of achieving lifelong learning outcomes in PEI. During the year, substantial upgrades were made to school servers resulting in improved speed and access to the Local Area Networks (LAN) as well as reducing down time.
- In addition, the number of computers in schools increased by approximately 1,000 units, while at the same time, a number of low-level units, which were causing problems in the functioning of the Local Area Networks (LAN), were removed.

Inventory

- A new learning materials inventory system was designed and implemented in order to enhance services to both the schools and the department as well as enable improved internal control.

Pension Administration

- Teachers pension administration was transferred to the Finance and School Board Operations Division where a high-quality service to pensioners was maintained. Improvements were made to the reporting of pension adjustment and prior service pension adjustment factors.

School Construction

- School construction planning committees involving representatives of school boards, schools, the Department of Education and the Department of Transportation and Public Works proceeded through the planning process for four projects as follows:
    - Miscouche Consolidated School,
    - Kinkora High School,
    - Parkdale Elementary, and
    - French School Community Centre in Summerside.
- Construction at Summerside Intermediate School and Donagh Regional School neared completion during the reporting period.

Communication and Information Technology Strategy

- A steering committee was established to develop a strategic plan for communication and information technology in the education system. This initiative was undertaken in response to a recommendation resulting from a review conducted which was to determine the adequacy and the appropriateness of the technology infrastructure supporting learning in the public school system.

The new addition at Bluefield Senior High School was officially opened on October 18, 2000. Participating in the ribbon cutting are, from left: Premier Pat Binns, parent Lowell Croken, student council president Lindsay Wallace, Education Minister Jeffrey E. Lantz, MLA for Crapaud-Hazel Grove Norman MacPhee and school principal Eugene Murphy.

Education Minister Jeffrey E. Lantz spoke to students, parents, staff and guests at the official opening of the West Prince French School and Community Centre on January 15, 2001.

Corporate Planning Division

Division Goals

Goal 1 – *Improve the process for program evaluation*

Goal 2 – *Improve the quality of the department policy development process*

Goal 3 – *Improve the quality of leadership, information and advice to the department on strategic planning*

Goal 4 – *Increase employee satisfaction*

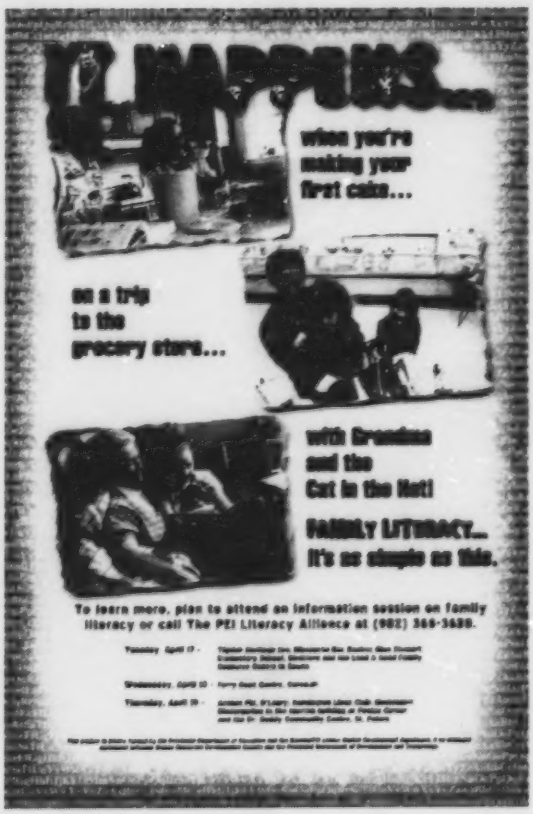
Goal 5 – *Improve the quality of innovative partnerships*

Goal 6 – *Improve the process used in monitoring department results*

The Corporate Planning Division is responsible for providing guidance, advice and support to the department's branches, divisions and sections.

Goal 1: Improve the process for program evaluation

- Program evaluation support focussing on accessibility, comprehensiveness, integration, cost, efficiency and effectiveness was given in the following areas:
  - Communication and Information Technology Mentorship project
  - Project READ
  - Accelerated Secondary Apprenticeship Program (ASAP)
  - Gender Equity in Apprenticeable Trades
  - Advice on evaluation of information technology courses
  - Atlantic Provinces Education Foundation English Language Arts Curriculum Evaluation
  - A formative evaluation of the Canada/Prince Edward Island Labour Market Development Agreement.


when you're making your first cake...
on a trip to the grocery store...
with Grandma and the Cat in the Hat!
FAMILY LITERACY... It's as simple as this.
To learn more, plan to attend an information session on family literacy or call The PEI Literacy Alliance at (902) 368-3630.

Goal 3: Improve the quality of leadership information and advice to the department on strategic planning

- The implementation (year two) of the strategic planning model was continued throughout the reporting period.
- The strategic planning activities during this period were focussed on clarifying and finalizing the department's goals, measures and strategies as well as developing these planning components for each branch, division and section.
- Staff meetings, throughout all areas of the department, were facilitated by Corporate Planning Division to support confirmation of goals, measures and strategies. The participative nature of the process was intended to provide a team-building opportunity to train staff on the benefits of strategic planning and the critical necessity for monitoring results.

Goal 4: Increase employee satisfaction

- The Corporate Planning Division utilized regular staff meetings as a format for orientation and in-service. Numerous intra- and inter-departmental presenters were invited to permit information exchange about respective programs and services.

The User Support Specialist Intern project began in January 2001. This innovative project provided 38 end user support specialists to the public schools for a period of 42 weeks. The project was co-sponsored by the Department of Education and the Canada/PEI Labour Market Development Agreement. Project Manager Sean MacIntosh (seated) met with interns to review their school assignments.

Goal 5: Improve the quality of innovative partnerships

- Work was undertaken with provincial and federal government partners to permit innovation in the design and funding for numerous projects, including the following:
  - Communication and Information Technology Mentor project
  - End User Support Specialist Project
  - Project READ
  - Provincial literacy initiatives
  - Federal/Provincial Youth Employment Strategy (Protocol)

Goal 6: Improve the process used in monitoring the department results

- The strategic planning initiative for Communications and Information Technology in Grades 1 to 12 of the public school system was facilitated.
- Student assessment activities included coordination of the following initiatives:

School Achievement Indicators Program (SAIP)

  - SAIP is a Canadian assessment program administered under the guidance of the Council of Ministers of Education, Canada (CMEC). All provinces and territories are invited to participate in SAIP. The program assesses 13- and 16-year-old students in mathematics the first year, reading and writing in the second year and science in the third year cycle. The SAIP assessments are administered in the spring of the year. Because our province is small, over-sampling is required. This program provides a snapshot of how well our students are performing in comparison with other jurisdictions and the Canadian average.
  - The SAIP 1999 Science II results were released in June 2000. The results indicated that PEI 16-year-olds performed significantly higher than the Canadian average, and 13-year-olds performed at the Canadian average ***www.cmec.ca***.

Program for International Student Assessment (PISA)

- The Program for International Student Assessment (PISA) is an international assessment of the skills and knowledge of 15-year-olds. The study is directed by the Organization for Economic Cooperation and Development (OECD) and involves 32 countries. The PISA assessment included three literacy domains including reading, mathematics and science.
- The first administration of PISA was conducted in April-May 2000. On PEI, approximately 2000 students from 27 schools were involved in the assessment.

Youth in Transition Survey (YITS)

- YITS is a new Canadian longitudinal survey carried out through a partnership between the Council of Ministers of Education, Canada (CMEC), Human Resources Development Canada (HRDC), Statistics Canada, and the Department of Education in each province. The survey collects information about major transitions between education, training and work. The survey involves both a 15-year-old group and an 18-year-old group. The survey was administered to the 15-year-old students during April-May 2000.

- A public opinion survey was conducted, under the auspices of the Corporate Planning Division, to permit measurement of the public's satisfaction with the department's programs and services. Results were presented and discussed with departmental staff and with education partners and stakeholders.
- Key performance measures were identified in all areas of the department for monitoring progress toward goals. These measures will be used to identify priorities, support decision-making, identify the need for program evaluation and facilitate accountability.

Finance and School Board Operations Division

Division Goals

Goal 1 – *Improve the quality of services to internal and external clients*

Goal 2 – *Increase employee satisfaction*

Goal 3 – *Improve accountability between school boards and the minister*

Goal 4 – *Ensure the department meets its budget targets*

The Finance and School Board Operations Division is a service-oriented division which supports and contributes to all the work of the department and the school boards.

Goal 1: Improve the quality of service to internal and external clients

- During the reporting period, the division made changes to the department's budgeting and financial reporting process designed to (a) improve the process and (b) to ensure all divisions took an active role in financial management.
- A standard set of financial reports and distribution list were established and implemented throughout the department. A standardized format was introduced for quarterly financial forecasting by divisions.
- Leadership was provided to the department's management team in the development of the 2000-2001 budget and new initiatives. That process focussed on the budget development

around the department's strategic plan and associated priorities.

- The Provincial Learning Materials Distribution Centre (PLMDC) provides a service to the school system by providing authorized curriculum materials. It also supports department staff involved in the development and piloting of new curriculum materials. In 2000-2001, the division completed a project to replace the 20-year-old PLMDC computer inventory system with the new system being launched in January 2001. The opportunities for future upgrades and enhancements will allow improved service to clients.
- The division implemented a service enhancement for the school boards by initiating new banking arrangements. This was done through the use of electronic direct money transfers for payments to boards. As well, the department's larger and more frequent transactions are completed.

Goal 2: Increase employee satisfaction

- In 2000-2001, the division implemented the department's performance development process and, by year-end, all employees, in conjunction with their supervisors, completed a performance development plan.
- The division participates in, and has representatives on, departmental committees including the Occupational Health and Safety Committee, the department's internal Intranet Committee, the social committee and the professional development day organizing committee.
- Seventy-seven per cent of the division's employees completed the 2000-2001 Employee Satisfaction Survey.

Goal 3: Improve accountability

- The division participated in all regularly scheduled meetings between the senior management groups of the three school boards and the department's senior management. The purpose of these meetings was to improve information exchange and to open communication lines.
- A public commitment was made to initiate a review of the Staffing and Funding Program which governs the funding of schools. This program, as enabled by the *School Act*, forms the cornerstone of the accountability relationship between the school boards and the Minister.

Goal 4: Ensure the department meets its budget levels

- The Finance and School Board Operations Division is responsible for budget development, monitoring and control. The following table shows the department's original budget for 2000-2001, along with forecasted year-end expenditures. The table illustrates that the department expended $6,532,900 more than initially budgeted while collecting $3,265,100 more revenue than initially budgeted.

Summerside Intermediate principal Glenn Edison (left) and Education Minister Jeffrey E. Lantz review the plans for the new addition at the school with two members of the student body.

Department Performance Against Original Budget

Budget Area	Original Budget 2000-2001	Forecast Budget 2000-2001
Corporate Planning	462,000	462,000
Finance and School Board Operations	131,493,300	135,234,900
Public Education	146,600	1,900,500
English Programs	3,510,300	3,615,400
French Programs	1,625,600	1,749,300
Student Services	2,108,800	2,108,800
Continuing Education and Training	45,286,100	46,094,700
Total Department	184,632,700	191,165,600
Revenue – All Sources	6,218,800	9,483,900
Net Department Budget	178,413,900	181,681,700
Other Budget Responsibility:		
Island Regulatory and Appeals Commission	1,065,100	1,065,100

The result is that the department missed its initial net budget target by $3,267,800, representing approximately a 1.8 per cent variance. In the previous year, ending March 31, 2000, the department had a net budget variance of 1.0 per cent.

In most cases the additional expenditures incurred by the department were the result of securing additional revenues to support the specific spending initiative. For example, the department was able to secure additional revenues to support a number of initiatives at no additional net cost. The following table summarizes the spending and revenue items not contained in the original budget.

Spending and Revenue Not in Original Budget

Initiative	Cost	Associated Revenue	Net Cost
Intermediate Computer Labs	100,000	100,000	0
Technology Teacher Mentors	473,800	473,800	0
Kindergarten	1,753,900	1,753,900	0
User Support Specialists	150,000	150,000	0
Grass Roots and School Net Programs	105,100	105,100	0
Career Exploration Through Technology	27,700	27,700	0
French Pilot Schools	96,000	96,000	0
Summerside French School	525,000	525,000	0
Skills Development Training – Holland College	556,600	556,600	0
Subtotal	**3,788,100**	**3,788,100**	**0**
School Board Deficit Funding	1,410,300	0	1,410,300
Additional School Board Fuel Funding	1,200,000	0	1,200,000
Additional Budget for Holland College and UPEI Initiatives	134,500	0	134,500
Reduced Federal Revenue Forecast	0	(523,000)	523,000
Totals	**6,532,900**	**3,265,100**	**3,267,800**

Human Resources

Section Goals

Goal 1 – *Improve the quality of services to internal and external clients*
Goal 2 – *Develop a human resource plan for the department*
Goal 3 – *Improve communication in the branch*
Goal 4 – *Increase employee satisfaction*

Goal 1: Improve the quality of services to internal and external clients

- A Performance Development Plan process was introduced across the department with training provided for all personnel.

Goal 2: Develop a Human Resources Plan

- An employee committee worked to identify departmental human resource strategies designed to address priority areas as follows:
  - communication within the department,
  - resources to do the job,
  - performance appraisal and development,
  - teamwork and cooperation, and
  - physical working environment and participation in decision-making and planning.

Goal 3: Improve communication

- *Voices On Line*, an Intranet newsletter, was developed and made available in May 2000. The Web site was initiated in response to a need identified through the Employee Satisfaction Survey. It was developed and is maintained by an interdepartmental committee with representatives from all areas.

Goal 4: Increase employee satisfaction

- A departmental professional development day was held in October 2000. Evaluations indicated that the overall rating for the day was "very successful." Employees indicated high levels of satisfaction with the opportunity to come together as a group for a professional development opportunity and to celebrate the department's accomplishments and opportunities.
- The Minister of Education announced the creation of the Employee Development Fund (EDF) at the October 2000 Department Professional Development Day. The purpose of the fund is to provide employees of the Department of Education with an opportunity for personal and professional growth and development. The Employee Development Fund supports the vision, mission, values and beliefs of the department and contributes to lifelong learning for employees.

The Department of Education launched its Intranet site for staff in May 2000. Participating in the official opening of the site are (from left): Linda Trenton, Systems and Technology Services Coordinator; Deputy Minister Elaine Noonan; Education Minister Jeffrey E. Lantz; and Faye Martin, Director of Corporate Planning.

- Developing the knowledge and skill base of our workforce is key to providing excellence in public service. This is accomplished through:
  - tuition reimbursement,
  - course subsidization and individual development programs, and/or
  - group development opportunities.
- Guidelines and eligibility criteria were developed for the Employee Development Fund.
  - In the 2000-2001 fiscal year, 31 employees and one group of 24 employees participated in diverse learning opportunities supported through the Employee Development Fund.
  - An orientation package for all new employees was developed.

Systems and Technology Services

Section Goals

Goal 1 – *Reduce problems with the operation of hardware and software*

Goal 2 – *Improve the quality of advice and assistance to clients*

Goal 3 – *Increase the availability of local area network (LAN) and Internet services*

Goal 4 – *Improve the quality of electronic data available to clients*

Goal 5 – *Improve the security (confidentiality, integrity and availability) of client electronic data*

Goal 6 – *Increase employee satisfaction*

Goal 1: Reduce problems with operations of hardware and software

- The 12 senior high schools each received a new high-speed computer lab which included computers, software, a printer, data and electrical wiring, hubs and a switch. Installation of these labs was facilitated by configuring these computers with a standard image containing all the software required for the courses to be taught in these labs.
- The library resource centre in each high school received a multimedia computer and software.
- Between November 1999 and March 2001, there was a net increase of 1178 computers in schools, of which 63 per cent were Pentium or higher. Computers with Pentium and Celeron processors will run the newer 32-bit software in a more stable, trouble-free environment.

Computers Supported in Schools

Computer Type	Numbers at November 1999	Numbers at March 31, 2001
386 and below	345	307
486	1,758	2,254
Pentium below 266MHz	542	646
Pentium 266MHz and above	300	967
Total Computers	**2,945**	**4,174**

Goal 2: Improve the quality of advice and assistance to clients

- The total number of calls logged with the Education Help Desk has decreased from 13,138 in 1999-2000 to 12,803 in 2000-2001. These calls represent trouble calls as well as calls created as reminders to perform routine maintenance and upgrades. During this same time period there was a 43 per cent increase in the number of computers in schools.
- The Help Desk software was upgraded to the Web-deployed version in order to give technical staff and others easy access to the full functionality of the program. This software enables the tracking of calls, escalation notification and provides a searchable database to locate problem resolutions.

Goal 3: Increase the availability of Local Area Network (LAN), Wide Area Network (WAN) and Internet Services

- Academic servers in 20 schools were replaced to improve processor speed.

School Academic Servers

Processor Speeds	Numbers at March 31, 2000	Numbers at March 31, 2001
486	10	2
Pentium	14	12
Pentium Pro	10	10
Pentium II	32	32
Pentium III	0	10
Total Servers	**66**	**66**

- All servers were monitored around the clock and the percentage of UP TIME was recorded. The average percentage of UP TIME for all 66 school academic servers throughout the year was 98.92 per cent. During this time, 20 servers were upgraded. Each server was down for an average of four days.
- An agreement was signed with Cymbiant Technologies Inc. on August 29, 2000, to provide network management services. This agreement provided for a continuous network monitoring service with additional network management services included.
- In March 2001, the line which provided access to the Internet for the education network was increased to 10Mbps improving throughput.
- Wireless technology was installed at two sites, the *Centre scolaire-communautaire français de Prince Ouest* and the Provincial Learning Materials Distribution Centre (PLMDC), to provide secure access to education's network. These installations will offer a long-term opportunity to assess the effectiveness of this method of connectivity.
- Seven schools had new wiring installed or wiring upgrades completed during the year. Wiring upgrades involved retermination of wiring, adding jacks and patch panels. This infrastructure provides schools with throughput speeds of 100Mbps or higher. New wiring, along with increased processor speeds of both servers and computers, improved the overall performance of the network.

- The five technical network support staff increased their technical skills through training courses, self-study and through achieving 11 different technical certifications.

Goal 4: Improve the quality of electronic data available to clients

- Applications implemented during the reporting period included:
  - Project Development Application designed to track client project requests online. Project notes, development tracking and updates are all viewable by the client.
- The department launched its Intranet site to serve as a communications resource for all department news.
- Hardware Inventory provides an online inventory database for tracking computers, servers and other hardware that are located in schools and department sites. This Web application can be accessed by school, board and department staff from any computer with a Web browser.
  - Multilingual Web access was made available to all school, board and department staff who have GroupWise e-mail accounts. This was previously offered only as an English language interface.

Goal 5: Improve the security (confidentiality, integrity and availability) of client electronic data

- Information Technology Security Awareness Sessions were conducted for all department staff.
- All department employees signed Acceptable Use Policy.
- A standard interface was installed on all staff computers in the provincial government building complex and Aubin Arsenault Building using Novell ZEN works and policies. This reduced the number of problems staff encountered running software and provided a more stable desktop by restricting the ability to install software to those staff who required it as part of their work. This restriction does not apply to laptop users.
- Password protected screen savers were installed on the computers of all staff who are using the standard interface.
- The web version of our corporate e-mail software, GroupWise Web Access, was upgraded to run on a secure Web server with 128 bit encryption.
- Guinevere virus protection software was installed to scan all incoming GroupWise e-mail messages of Department of Education staff and screen out certain types of attached files. This software is also used to block very large files over 10MB in size which can slow network performance.

Goal 6: Increase employee Satisfaction

- Government provided training and development fees for 22 employees in the Systems and Technology Services section to access 26 courses and 39 tests. The establishment of a Corporate Information Technology Fund and the Department of Education's Employee Development fund were major sources of funding for this training.
- Focus groups were utilized as a means of increasing teamwork and empowering staff. Staff from both desktop and network support participated in each focus group.

Goals

Goal 1 – *Improve quality of service to school boards*

Goal 2 – *Improve quality of service to superannuated teachers*

Goal 3 – *Increase opportunities for second language acquisition by Island students*

Goal 4 – *Increase quality of service relative to extra provincial education opportunities for Island educators*

Goal 5 – *Maintain quality of licensing and certification for teachers and non-instructional personnel*

Goal 1: Improve quality of service to school boards

- The Registrar's Office maintains historic provincial examination results at Grade 8, Grade10 (Entrance), Grade 11 (Common Examining Board) and Grade12 (Common Examining Board and Atlantic Provinces Examining Board) levels and issues appropriate transcripts and records of marks upon request.

Goal 2: Improve the quality of service to superannuated teachers

- During the fiscal year 2000-2001, 49 teachers were approved for pension.
- Administrative support services were provided for the Teachers' Superannuation Fund including accounting, pension calculation and individual counselling.

Goal 3: Increase opportunities for second official language acquisition by Island students

- The *Summer Language Bursary Program* is funded by the federal department of Canadian Heritage, coordinated nationally by the Council of Ministers of Education, Canada, and administered provincially by the Department of Education. Through the program, 50 Island post-secondary students studied their second official language during a five-week summer immersion course. The courses are offered at more than 40 participating universities across Canada. Participating Island students each received a $1,600 bursary. The University of Prince Edward Island, this province's only participating institution, provided spaces for approximately 125 students from across Canada during the summer of 2000. A parallel program for Island Francophone students, to enhance use and knowledge of their mother tongue and culture, was similarly administered and funded.
- The Monitor Program employed four full-time, post-secondary students. This program provided French-speaking students an opportunity to work part-time in the public schools as teacher aides in French classes for up to eight hours per week.
- The full-time Monitor Program made 11 full-time, French-speaking teacher aides available to public schools in this province. The Western School Board had four monitors, the Eastern School District had five monitors and the French Language School Board had two monitors.
- The federal Department of Canadian Heritage provided funding for the continuation of the *Bourses de déplacements* and the Office Languages Study Fellowship Program. The former assisted 10 Island official minority language students in pursuing post-secondary studies in French outside the province. The latter provided 28 Island post-secondary students an opportunity for a full-year of study at a Canadian French language institution.

Goal 4: Improve quality of service relative to extra-provincial education opportunities for Island educators

- *Interchange on Canadian Studies* (ICS) is a national organization that promotes the sharing of ideas and experiences between young Canadians, aged 15 to 17, through student conferences and travel exchanges. Prince Edward Island filled its quota of 10 student placements in 2000-2001. Winnipeg, Manitoba hosted the *Interchange on Canadian Studies 2000.* The Interchange is held in a different province/territory each year. The 2001 Interchange on Canadian Studies was held in Victoria, BC during the spring of 2001.
- *Encounters With Canada* is a program initiative of the Council for Canadian Unity. It offers secondary school students, aged 15 to 17, the opportunity to become acquainted with Canada's national capital while spending one week at the Terry Fox Canadian Youth Centre in Ottawa. Prince Edward Island has a quota of 100 student placements, which were all filled in 2000-2001.

Goal 5: Maintain quality of licensing and certification for teachers and non-instructional personnel

- The Registrar's Office is responsible for administering Department of Education regulations governing teacher certification, preparing professional qualification statements for Island-trained teachers seeking employment elsewhere, and liaising with school boards and Holland College to ensure current certification and teaching service records are available for all instructional personnel. During the 2000-2001 year, certification and authorizations were issued for 286 teachers and 765 substitute teachers.

Teaching Certificates issued
(April 1 to March 31)

Type of Certificate	Year 2000-2001
Interim Academic	198
Permanent Academic	76
Vocational	8
Vocational Letter of Authority	4

Department of Education
Annual Report
2000-2001

Appendixes

Appendix A
Enrolment in Public and Private Schools

Eastern School District

Eastern School District
Enrolment by School and Grade
as of September 30, 2000

		Grades												
School Code	**School Name**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
310	Charlottetown Rural High School										*368*	*341*	*388*	*1097*
311	Colonel Gray Senior High										*328*	*320*	*318*	*966*
314	Bluefield High										*277*	*277*	*253*	*807*
320	Birchwood Junior High							142	135	156				433
321	Queen Charlotte Junior High							168	179	184				531
323	Stonepark Junior High							282	241	312				835
324	East Wiltshire Junior High							186	189	245				620
340	Glen Stewart Elementary	79	110	115	113	107	108							632
341	Central Queens Elementary	34	37	44	46	57	56							274
342	Eliot River Elementary				143	144	130							417
343	L. M. Montgomery Elementary	52	73	69	71	71	52							388
344	Fort Augustus Elementary (Donagh Regional)	22	18	18	20	23	21	13	13	20				168
345	Englewood School	21	26	27	31	26	26	30	20	25				234
346	Parkdale Elementary	20	19	36	27	33	34							169
347	Prince Street Elementary	62	61	47	57	61	65							353
348	Gulf Shore Consolidated	24	41	42	36	44	46	24	40	33				332
349	Sherwood Elementary	100	91	108	103	110	115							627
350	Westwood Primary	148	151	129										428
351	Spring Park Elementary	89	87	79	84	89	83							491
354	St. Jean Elementary	43	45	42	37	29	34							230
355	West Kent Elementary	16	15	21	24	30	32							138
356	West Royalty Elementary	73	76	73	84	67	85							458
357	Grand Tracadie Elementary	10	9	9	9	9	8							54
410	Montague Regional High										219	208	288	715
411	Morell Regional High									94	84	70	79	327

Eastern School District
Enrolment by School and Grade
as of September 30, 2000

		Grades												
School Code	**School Name**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
412	Souris Regional High									79	94	91	86	350
420	Montague Intermediate							77	85	195				357
440	Belfast Consolidated	27	32	34	30	32	33	36	35	27				286
441	Cardigan Consolidated School	25	30	26	30	39	20	27	38					235
442	Dundas Consolidated	11	10	7	10	10	10	9	10					77
443	Eastern Kings Consolidated	14	8	9	14	11	13	15	16					100
444	Fortune Consolidated	31	31	36	24									122
445	Georgetown Consolidated	12	14	9	13	18	10	7	12					95
446	Montague Consolidated	65	66	67	71	67	69							405
447	Morell Consolidated	29	30	23	27	21	30	25	30					215
448	Mt. Stewart Consolidated	13	12	13	13	22	14	21	12					120
449	Rollo Bay Consolidated					26	39	31	39					135
450	Souris Consolidated	25	24	36	22	34	29	34	30					234
451	Southern Kings Consolidated	43	49	35	41	48	44	45	54					359
452	St. Peter's Consolidated	11	14	16	13	11	15	14	17					111
453	St. Teresa's Consolidated	9	4	13	6	7	8	8	9					64
454	Tracadie Cross Consolidated	18	21	17	10	16	19	9	14					124
455	Vernon River Consolidated	21	24	40	25	26	41	22	26	27				252
	Total	**1127**	**1228**	**1240**	**1230**	**1290**	**1289**	**1225**	**1244**	**1397**	**1378**	**1307**	**1412**	**15365**

WESTERN SCHOOL BOARD
of Prince Edward Island

Western School Board
Enrolment by School and Grade
as of September 30, 2000

		Grades												
School Code	School Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
113	Westisle Composite High										282	251	248	781
122	Hernewood Junior High							155	118	102				375
123	M.E. Callaghan Junior High							109	146	95				350
130	Tignish Elementary	44	50	58	52	42	51							297
131	Alberton Elementary	38	32	41	38	47	35							231
132	Bloomfield Elementary	37	38	31	31	42	42							221
133	O'Leary Elementary	28	36	41	45	42	45							237
134	Ellerslie Elementary	31	41	25	44	45	37							223
135	St. Louis Elementary	27	29	34	28	31	33							180
211	Kensington Intermediate/Sr. High							71	77	90	70	73	79	460
212	Kinkora Regional High									57	58	51	48	214
215	Three Oaks Senior High										291	291	294	876
220	Summerside Intermediate							195	219	207				621
221	Athena Consolidated	41	35	44	50	38	59	52	52	49				420
222	Miscouche Consolidated	27	30	25	31	24	24	26	20	26				233
231	Amherst Cove Consolidated	25	24	18	27	25	22	27	12					180
232	Elm Street Elementary	56	52	60	104	100	104							476
233	Queen Elizabeth Elementary	50	80	60	64	89	97							440
234	Somerset Elementary	25	18	28	20	29	24	19	35					198
236	Parkside Elementary	34	54	45	59	58	53							303
237	Greenfield Elementary	75	84	95	58	44	53							409
270	Alternative Education Class								3	11	4			18
	Total	**538**	**603**	**605**	**649**	**656**	**679**	**654**	**682**	**637**	**685**	**666**	**669**	**7723**

Commission scolaire de langue française
Enrolment by School and Grade
as of September 30, 2000

		Grades												
School Code	**School Name**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
510	École Évangéline	32	20	26	37	28	38	43	33	37	38	31	55	418
511	École François-Buote	17	13	12	10	17	17	17	19	16	7	15	10	170
512	École St-Augustin	5												5
513	École française de Summerside	4												4
514	Centre scolaire cummunautaire française de Prince-Ouest	6												6
	Total	**64**	**33**	**38**	**47**	**45**	**55**	**60**	**52**	**53**	**45**	**46**	**65**	**603**

Private Schools
Enrolment by School and Grade
as of September 30, 2000

		Grades												
School Code	**School Name**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
940	Immanuel Christian School	7	2	6	4	4	4	3	1	5				36
941	Full Circle Co-operative School	0	0	0	2	1	2	1	2	2				10
965	Fair Isle Adventist School	1	0	1	2	0	2	1						7
970	Grace Christian School	15	10	16	9	16	11	14	15	18	10	13	16	163
	Total	**23**	**12**	**23**	**17**	**21**	**19**	**19**	**18**	**25**	**10**	**13**	**16**	**216**

Provincial Total Enrolments
as of September 30, 2000

Grades	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Total	1752	1876	1906	1949	2012	2042	1958	1996	2112	2110	2032	2162	23907

Appendix B
Apprenticeship Program

New Registrations

One hundred and fifty-one new apprentices (149 male and two female) registered in 2000-2001. Registration in the automotive service technician, carpenter, construction electrician, machinist, metal fabricator and welding trades accounted for 74.8 per cent of the new registrants.

New Registrations		
Trade	**1999-2000**	**2000-2001**
Automotive Service Technician	17	29
Carpenter	16	20
Construction Electrician	12	27
Machinist	7	10
Metal Fabricator	-	11
Welder	9	16
Total	61	113

Cancellations

During 2000-2001, 34 apprentices cancelled for various reasons, including: no longer employed in the trade, not interested in training or no longer a resident of the province.

At year end, there were 467 apprentices, an increase of 17 per cent over last year.

Active Apprentices		
	1999-2000	**2000-2001**
Male	396	465
Female	2	2
Total	398	467

Technical Training

A total of 224 apprentices received technical (in-school) training. Approximately 80 per cent of apprentices received their training at Holland College and 20 per cent travelled to either the New Brunswick Community College (NBCC) or the Nova Scotia Community College (NSCC).

Technical Training		
Facility	**1999-2000**	**2000-2001**
Holland College – Georgetown Centre	18	48
Holland College – Royalty Centre	22	103
Holland College – Slemon Park	24	73
NBCC – Saint John	-	2
NBCC – Miramichi	32	14
Total	96	224

Graduates of the Apprenticeship Program

A total of 49 apprentices graduated from the apprenticeship training program, all of whom were male. This represents an increase of 20 per cent over 1999-2000.

Graduates of Apprenticeship Training	
Trade	**Number of Graduates**
Automotive Service Technician	13
Carpenter	5
Construction Electrician	12
Cook	2
Industrial Electrician	1
Industrial Mechanic (Millwright)	9
Oil Burner Mechanic	1
Plumber	1
Truck and Transport Mechanic	1
Welder	4
Total	**49**

Trade Qualification Applications

During 2000-2001, 156 applications were received, 92 were approved to write the Red Seal Interprovincial exam and 56 were approved to write for the achievement certification. Eight trades persons were denied access to a certification exam.

Trade Qualification Applications		
Applications	**1999-2000**	**2000-2001**
Received	275	156
Approved	263	148
Denied	12	8

Examinations Written

During 2000-2001, a total of 1,209 clients wrote various apprenticeship program and certification examinations. Of the total, 996 clients wrote progress exams, 197 completed apprentices and trade qualifiers wrote certification exams. Sixteen oral/practical exams were administered in the plumber and welder trades.

Examinations Written		
Major Areas	**1999-2000**	**2000-2001**
Apprentice Exams	594	949
Interprovincial by application	134	92
Pre-apprentice exams	113	47
Achievement Exams	124	36
Interprovincial Apprentice Completion	60	69
Total	**1,025**	**1,193**

Certificates of Qualification Issued

In 2000-2001, 125 Certificates of Qualification were issued. Of these, 49 were issued to completed apprentices, 67 to trade qualifiers and nine to Certificate of Qualification holders from other jurisdictions who qualified for a PEI certificate.

Certificates Issued			
	1999-2000	**2000-2001**	**% Change**
Completed Apprentices	41	49	+20%
Trade Qualifiers	83	67	-20%
From another Jurisdiction	7	9	+30%

Since 1963, 4,566 Certificates of Qualification have been issued in PEI.